

No. 906

28 September 2007

**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 Qualification 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.saqa.org.za](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and ***no later than 26 October 2007***. All correspondence should be marked **Standards Setting – Nursing** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**National Diploma: Nursing**

SAQA QUAL ID	QUALIFICATION TITLE		
59236	National Diploma: Nursing		
ORIGINATOR		PROVIDER	
SGB Nursing			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	9 - Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	286	Level 5	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

This qualification will enable the learner to function as a clinically focused, service orientated, independent registered staff nurse, who is able to render basic care to persons with stable and uncomplicated general health problems, as determined by the appropriate legislative framework (stable is defined as: situations in which the client's health status can be predicted or anticipated; and where interventions have predictable outcomes and/or a known level and range of negative outcomes).

The qualification will provide a basis for decision-making about what is within and beyond the defined scope of practice as well as understanding of the referral system in place for anything outside of the scope of practice. Recipients of this qualification will also be able to deal with specified emergencies beyond their scope in case of need. The qualifying learner will apply evidence-based nursing practice, which is based on research, or established practices that have proven to be effective both nationally and internationally within the profession.

On successful completion of this qualification, the learner is eligible for registration with the relevant statutory body as a Staff Nurse. Successful registration will license nurses to practice as a staff nurse as defined in the Nursing Act No.33 of 2005. [The Act defines a Staff Nurse as: "a person educated to practice basic nursing in the manner and to the level prescribed - according to relevant legislation and regulations"].

More specifically, the qualification aims to:

- Produce high quality diplomates who are able to be competent nursing practitioners in a range of health service settings.
- Provide diplomates with a range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to health services.
- Equip diplomates with a developed sense of equity, justice and service ethics that will ensure that they work in an accountable manner, irrespective of their chosen work place.
- Offer a wide range of transferable skills for application in other professions, disciplines and general life. These include:
  - A methodical, solution-based approach to problem solving.
  - An empowerment strengths-based approach to personal development.
  - Competence in written and oral communication.
  - Capacity to assess and implement health and other policy.
  - Ability to plan, implement and manage projects of a varied nature.

- An ability to work independently and as part of a team.

As such, the qualification will also be valuable for those in the profession who may have been practising within the field, but without formal recognition for registration purposes.

In particular, this qualification will be useful for:

- Ancillary health workers, auxiliary nurses, and community health workers who wish to progress into nursing as a career.
- Persons in Health and Allied Health Sciences who wish to change direction and move into nursing.
- Those wishing to progress towards qualification as a Professional Nurse and beyond.

This qualification articulates:

- All competency requirements and outcomes (academic, specialist theory and practical/workplace experience) necessary to achieve professional registration.
- The requirements and provisions of the Professional Body for Professional registration.
- Designation/s that may be achieved.
- The ongoing requirements (including the Code of Ethics and the requirement for Continuing Professional Development) for retention of registration, and the implications of non-compliance on use of the Professional Designation and right to practice and/or licence to practice.

Recipients of this qualification will be able to:

- Maintain professionalism in own practice of nursing.
- Apply knowledge of biomedical, biotechnological and psychosocial sciences to the practice of nursing.
- Develop, implement and evaluate population-based health care.
- Assess, plan, implement and evaluate nursing care for individuals and groups with stable uncomplicated health problems based on thorough assessment.
- Deliver nursing care to sick or disabled individuals and groups with stable uncomplicated health problems.
- Promote rehabilitation of individuals and groups with disabilities.
- Diagnose and treat minor and ailments.
- Deliver safe maternal care.
- Manage a health care unit.
- Utilise principles of science and methodology in investigating nursing and health related problems.

Learners will function within the current scope of practice of the staff nurse as formulated by the relevant statutory council, in conjunction with the policies of the institutions of employment.

Professionals carry out their duties:

- As a member, or leader, of a team.
- In accordance with the Professional Code of Ethics for Nurses.
- In accordance with the provisions of the norms and standards for nursing.
- By taking full responsibility for basic health care.

Rationale:

This qualification is intended to prepare the qualifying learner to meet the service delivery needs of the country. It is envisaged that the majority of the nursing learner population will access this qualification. Practice is focused on quality service delivery within a broad spectrum of health services.

A significant report by Pick, Nevhutalu, Cornwall, and Masuku (2001, July) on the current situation of human resources in health in South Africa, outlines a background of extreme economic and health inequalities of the past, and describes the current landscape still characterised by complex distortions of supply, production, distribution, and development of health personnel.

Pick et al (2001) found that there was considerable overlap of services in the primary health care package; seen as normal, but that some of the professional categories were not available at all points of Primary Health Care delivery. Nurses who had undergone no curative clinical care training provide primary clinical care for large sections of the population, while many health personnel currently provide many service components contained in the PHC package in contravention of their scopes of practice. Scopes often overlap, are too general, are not clearly defined, or are restrictive. The report strongly recommended that scopes of practice of different professionals be revised.

The Report further identified a shortage of professionals - e.g. doctors, nurses, and therapists - mostly in the rural areas. To address these shortages the Report proposed that the scopes of practice of upper- and mid-level workers be redesigned to allow some tasks traditionally assigned to upper-level professionals to be given, with training and associated controls, to workers at a lower level.

Striking inequalities were found between urban and rural facilities in the staffing of nurses. The Report further recommended that the scopes of practice of all categories of nurses be revised to ensure that all categories are able to progress to the next level in the nursing skill hierarchy.

Based on the above findings, Pick et al (2001) then recommended that some of the tasks, traditionally provided by highly specialised professionals, be reassigned, with training and supervision, to workers at a different professional level.

Extension of the tasks of the enrolled nurse is suggested as:

- Health promotion.
- Execution of nursing care plan.
- Prevention of deformity.
- Monitoring of vital signs.
- Monitoring of reactions to disease, stress, anxiety, medication and treatment.
- Promotion of health and family planning.
- Basic optometry and oral health checks.
- Immunisation.
- Administering prescribed medicine.
- Services for children under 25 years of age.
- Reproductive and other women's health care services.

The Act No.33 of 2005, passed in May 2006, makes reference to four categories of nurses and also outlines the scope of practice.

This qualification, one of those categories, is intended for the majority of those nurses in, or wishing to enter the profession, because it meets the minimum requirements for registration as a Staff Nurse. The intention behind the qualification is to create a mid-level practitioner to practice nursing, by far the highest demand category for the existing and projected needs in health service delivery to the community.

Nurses in this category will assume responsibility for the broad scope of health service delivery. It is a more comprehensive qualification than existing qualifications, and upgrades current requirements to meet the new scope of practice for the Nursing Profession, and align emerging

practitioners to the health delivery needs of the country. Nurses receiving this qualification will be competent to practice in all contexts, and will no longer be bound by old distinctions between regional and area hospitals. The focus of the qualification is on providing a broad range of maintenance skills rather than dealing with complications of serious illnesses. Qualified persons will plan for basic health care, and carry through the planning of professional nurses.

The qualification is intended to focus on practice rather than academic routes and provides for high quality learning opportunities with a focus on nursing practice. It replaces the old NQF Level 4 qualification - in line with the increased demands placed on the nursing profession in the new health care system - but also allows for more rapid entrance into practice.

The qualification is unit standard based to provide clear indications of how the new qualification links to the revised scope of practice for the profession, and to facilitate the upgrade of existing practitioners. It is further intended to assist in bringing coherence to training provision by providing clearly defined outcomes of learning, and a single standard for the sector. This will make it possible for quality assurance bodies to challenge quality of training provision, and assist training providers in their re-curriculation processes towards the new requirements. The unit standards will also allow for recognition of incremental learning through RPL processes; where the scope has changed, it is easy for currently registered nurses to identify new requirements. The qualification and its unit standards will further facilitate ongoing professional development.

The qualification is intended to promote higher-level cognitive thinking skills. Unit standards assist in clearly demarcating areas for experiential learning (vs. theoretical) - to meet requirements for registration.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED IN PLACE**

- Successful completion of a Grade 12 certificate or recognised equivalent qualification.
- Communication skills at NQF Level 4.
- Mathematical literacy at NQF Level 4.
- Computer literacy at NQF Level 3.

#### **Recognition of Prior Learning:**

Learners may provide evidence of prior learning for which they may receive credit towards the qualification by means of portfolios, other forms of appropriate evidence and/or challenge examinations, as agreed to between the relevant provider and relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

RPL is particularly important, as there are people in the profession with a variety of qualifications of differing quality and scope. It is important that an RPL process be available to assist in making sense of existing qualifications, and helping to standardise qualifications around a common standard. A related issue is that the nursing profession is facing a new scope of practice, based on international standards. It is essential that existing qualifications and all new provisions are aligned to the new scope of practice, and the vision for health care in South Africa.

A further consideration is that there is a big change in the needs of the community that nurses have to serve; this partly explains the 'migration' amongst practitioners to other qualifications. Nurses are finding that their existing qualifications do not meet emerging needs or requirements, and they move to another to meet those needs.

Nursing has historically provided an access to learning for people without education. People have gained entry into nursing through different routes (usually via auxiliary and ancillary health). There are increased numbers of people wanting to access higher education, and RPL will assist in formalising what exists and providing access to learning pathways.

There are also existing staff nurses (those qualified under single bridging courses - the old course was a 2 year qualification that allowed 'enrolled nurses' to become registered nurses); as well as currently enrolled nurses. There are gaps between old qualifications and the requirements of the new scope of practice, and a consequent need to upgrade qualifications. RPL is seen as vitally important in every case to given recognition to learning already in place, making sense of the plethora of different levels and standards in the field, and providing a means for all to gain access to, and progress within, a common learning pathway for the profession.

Access to the Qualification:

In terms of current relevant legislation:

- Learners are required to be registered with the relevant statutory health council as learners for the duration of the period of learning.
- Learners must have access to clinical facilities of health service providers that are accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA for the practical component.
- Clinical and work-based experiences must comply with the current regulations of the relevant statutory health council.

#### **QUALIFICATION RULES**

Nursing training is based on an assumption of 1560 hours of learning per annum - (35 hours per week for duration of 44 weeks).

In order to be credited with this qualification, learners are required to achieve a minimum of 286 credits - to be compiled as follows:

- Fundamental: All 6 Fundamental component credits are compulsory.
- Core: All 270 Core component credits are compulsory.
- Elective: At least 10 Elective component credits must be attained to complete the qualification.

#### **EXIT LEVEL OUTCOMES**

1. Communicate in a helping manner.
2. Maintain professionalism in own practice of nursing.
3. Apply knowledge of biomedical, biotechnological and psychosocial sciences to the practice of nursing.
4. Develop, implement and evaluate population-based health care.
5. Assess, plan, implement and evaluate nursing care for individuals and groups with stable uncomplicated health problems based on thorough assessment.
6. Deliver nursing care to sick or disabled individuals and groups with stable uncomplicated health problems.
7. Promote rehabilitation of individuals and groups with disabilities.
8. Deliver safe maternal care.

9. Manage a health care unit.

10. Utilise principles of science and methodology in investigating nursing and health related problems.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- Working effectively with others as a member of a team, group, organisation or community.
- Organising and managing oneself and one's activities responsibly and effectively.
- Collecting, analysing, organising and critically evaluating information.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring education and career opportunities; and developing entrepreneurial opportunities.

#### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Communication is supportive of patients' needs, and deals sensitively with diversity in all respects, and for all contexts.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of SA Nursing and Health Care legislation.
- 2.2 Ethical codes, professional accountability and responsibility, and standards for the practice of nursing are interpreted and applied consistently in line with their spirit and intent.
- 2.3 Own personal development and management maintains emotional balance, and promotes effective and professional service delivery.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Knowledge of applied psychology and sociology is applied in ways, which benefit the level and quality of health care delivery to patients.
- 3.2 Knowledge of anatomy, micro-organisms and physiology meets requirements for professional health care, and promotes effective health care delivery.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Health care provided is appropriate to the particular context, and based on proper health assessment.
- 4.2 Community involvement in health care is promoted through information sharing, and contact, which promotes ongoing collaboration with the community or group.
- 4.3 Community health assessments assist in prioritising community needs and reporting findings for effective health care delivery.
- 4.4 Counselling, where required, is supportive of a range of different needs, including needs of those affected by abuse, neglect, or violence.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 Planning and provision for health care is based on sound assessment, and informed decision making. Planning is inclusive of the patient and other key stakeholders.
- 5.2 Nursing care is implemented in an integrated manner, according to plans.
- 5.3 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 well being.

Associated Assessment Criteria for Exit Level Outcome 6:

- 6.1 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.
- 6.2 Support provided to patients recovering from acute 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.

Associated Assessment Criteria for Exit Level Outcome 7:

- 7.1 Goals set are realistic in terms of functional ability and possible barriers to rehabilitation.
- 7.2 Assistance provided to the client identifies indicators of relapse or complications and ways of preventing these.

Associated Assessment Criteria for Exit Level Outcome 8:

- 8.1 Care delivered is integrated and provides for the long-term wellbeing of mother and child, in line with the accepted scope of practice for nursing.

Associated Assessment Criteria for Exit Level Outcome 9:

- 9.1 Management 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.
- 9.2 Pharmacological preparations and treatment are managed in ways that ensure the correct storage of drugs, and the correct preparation and administration of pharmacological treatment.
- 9.3 Assessment, planning, implementation and evaluation is documented accurately and timeously, and promotes effective service delivery as well as security and confidentiality of information.
- 9.4 Standards set for unit health care delivery are monitored regularly, and information gathered identified areas for improvement on an ongoing basis.

Associated Assessment Criteria for Exit Level Outcome 10:

- 10.1 Technology is used in ways that facilitate the effective diagnosis and treatment of hearing and breathing related conditions.

Integrated Assessment:



Evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment. The guidelines of the relevant statutory health council are used as a reference for clinical competence.

Assessment should take place within the context of:

- Given Quality Assurance policies, procedures and processes.
- A guided and supported learning environment.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see "associated unit standards" above).

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Formative assessment:

Throughout the qualification programme formative assessment strategies are used to ensure that exit level and critical cross-field outcomes are achieved and include:

- Written assignments.
- Tests (or examination equivalent tests).
- Projects.
- Demonstrations.
- Clinical Assessments.

And/or any applicable method, including evidence of involvement in a research project.

Summative assessment:

Can take the form of:

- Oral.
- Written.
- Practical examinations.

As agreed to by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

### **INTERNATIONAL COMPARABILITY**

South Africa is an active member of the Internal Council for Nursing (ICN) as well as the Internal Labour Organisation (ILO), member of the African Union (AU), formerly the Organisation of African Unity (AOU), Southern African Development Community (SADC) and the Commonwealth. The proposed qualification would meet recognition requirements in most of the member countries of these organisations and throughout Sub-Saharan Africa.

Comparison of Qualifications:

In recognition of the reality of globalisation of nursing and nursing personnel, the International Council of Nurses (ICN) (2001) recommended "global" competencies for the generalist nurse. The ICN defined the generalist nurse as:

"A person who has completed a programme of basic nursing education and is qualified in her/his country to practice nursing. The educational programme prepares the nurse, through study of behavioural, life and nursing sciences and clinical experience, for effective practice and direction of nursing care, and for the leadership role. The first level (generalist) nurse is responsible for planning, providing and evaluating nursing care in all settings for the promotion of health, prevention of illness, care of the sick and rehabilitation; and functions as a member of a health team" (ICN, 200, p. 2).

The ICN further differentiates between what they refer to as a first and a second level nurse. The first level nurse refers to the generalist nurse or the equivalent of a professional nurse in current SA terms. The second level nurse on the other hand refers to a nurse who has completed a programme of study including "nursing theory and clinical practice" (p. 2) in preparation for practising nursing under the supervision of the first level nurse. This would be the equivalent of either the enrolled nurse or the enrolled nursing assistant in SA terms.

#### The Role of the Generalist Nurse:

The role includes: "Promotion of health, and prevention of illness of individuals of all ages, families and communities; planning and management of care of individuals of all ages, families and communities with physical or mental illness, disabilities or rehabilitation needs in institutional and community settings and care at the end-stage of life" (p. 3).

#### Competencies of the Generalist Nurse:

The ICN defined competence as: "a level of performance demonstrating the effective application of knowledge, skill and judgment" (1997, 44; 2001, p. 3). Three broad categories of competencies are identified. These include:

- Professional, ethical and legal competence.
- Care provision and management.
- Professional development.

The World Health Organisation (1987) on the other hand has placed emphasis on the issues surrounding the relevance of the education of health professionals. The basic premise on which the WHO's recommendations are based is that effective education of health professionals must produce health professionals who are "responsive to needs to the needs of the populations they serve, in order to achieve the goal of health for all" (WHO, 1987, p. 5), and that such an education should be "based largely in the community, or in any of a variety of health service settings" (p. 5). In this regard, the WHO recommends that education of health professionals be community-based. The WHO views community-based education as "consisting of learning activities that use the community extensively as a learning environment".

#### Required Competencies of Graduates of Community Based Education Programmes:

The WHO work study group on community-based education classifies competencies of graduates of CBE programmes into:

- General competencies for all Health Professionals:  
All health professionals should be able to:
  - Respond to health needs and expressed demands of the community by working with the community, in order to stimulate self-care and a healthy life-style.

- Educate both the community and their co-workers.
- Solve or stimulate action for the solution of both individual and community health problems.
- Direct their own and community efforts towards the promotion of health and the prevention of disease, unnecessary suffering, disability and avoidance of death.
- Work as members of health teams and with other health other health teams.
- Act as leaders of such teams when necessary.
- Continue to learn throughout their working experience, in order to maintain and improve personal competence.

● Professional functions:

Include the following:

- Provision of preventive care.
- Provision of curative care.
- Health education of the population.
- Management of services.
- Participation in health team work.
- Training other members of the health team.
- Participation in research activities.
- Collaboration with other sectors involved in community development.
- Finding solutions to unfamiliar problems.
- Self-assessment and the continuous development of personal professional skills.

The proposed National Diploma: Nursing NQF Level 6 compares with the ICN requirements in the relevant categories of professional nurses.

Scope of Practice:

In developing the scope of practice for nursing in South Africa, the South African Nursing Council (SANC) looked at all the countries where SA Nurses can register. In particular, models were examined for New Zealand, Canada, New Mexico, United Kingdom (UK), and ECSACON (East Central Southern Africa College of Nursing) - which attempts to provide a professional regulatory framework; attempt to benchmark all educational standards for the region.

The scope of practice for nurses in South Africa is based on guidelines produced by the International Council of Nurses (which provides the guidelines and/or competency framework for most countries), as well as the results of research into the countries and regions described above.

The Review:

The Review of the Scope of Practice of Nursing and the profession of nursing began in 1999 when the South African Nursing Council prioritised the need to revise the scope of practice. The factors that influenced the review of the scope of practice was a changing health care system identified in the White Paper for the Transformation of Health and the changes in education system brought about by the National Qualifications Framework and the South African Qualifications Act.

The purpose of the review is to align the practice of nursing to the changes in the national health policy and the legislative framework. Purpose includes:

- Ensure that nursing practice is in keeping with and is responsive to a changing health care delivery system.
- Develop a scope for nursing practice that is informed by the core competencies required for nursing practice.

- Review the scope applicable to different categories of nurse to ensure that each category of nurse is enabled to practice independently within their scope.
- The new scope of practice and the competencies required for nursing practice will then inform the education and training of nurses required for such practice. This will assist in facilitating the development of a framework for a single unitary education pathway for nursing qualifications that is in line with the principles of the National Qualifications Framework.

#### Challenges facing Nursing Education:

The changes in both the health care system and the education system has created numerous challenges for nursing education and training and some of these challenges are:

- Promoting and maintaining a caring ethos within the nursing profession.
- Ensuring National Health Priorities are addressed in all nursing education programmes.
- Creation of a cadre of nurses who are lifelong learners and critical thinkers.
- Promote the ability in every nurse to evaluate and assure quality in this/her practice.
- Access to Nursing Education by learners is limited due to the slow implementation of the National Qualifications Framework in the Health Sector.
- Selection and recruitment criteria in many instances remain restrictive limiting access to nursing qualifications.
- The distinct nursing qualifications for each category of nurse is not in keeping with the NQF principles and thereby limiting access to higher education training opportunities for existing enrolled & auxiliary nurses.
- Recognition of Prior Learning (RPL) as a selection criterion is not widely applied because RPL assessment is complex, costly and there is a general lack of knowledge on how to give recognition to prior learning.

#### Challenges facing the Profession:

South Africa requires nurses that are comprehensively trained to provide nursing care in various contexts (Primary health care, institutional/hospitals, midwifery and mental health settings) and in both rural and urban setting. Comprehensive training does not imply or focus on attaining separate qualifications but rather on the ability to integrate knowledge and skills for the provision of comprehensive nursing care. Each category of nurse will be an independent practitioner in accordance with their scope of practice and the level of training and competence attained.

#### The Scope, and a Competency Framework:

The revised scope of practice focuses on outlining the practice of the three basic categories of nurses. Education and training of nurses will be informed by the scope of practice and the competencies required for nursing practice, as defined in this qualification (and three others). Where the scope of practice for current categories of nurses is expanded, training to upgrade the skills and competencies will be required.

Each category of nurse is defined and a clear distinction in terms of the practice is made. The scope distinguishes between different areas of practice viz. clinical, ethical and professional and quality of practice. The scope of practice is supported by a competency framework for the profession of nursing. The competency framework provides detailed for and supports an outcomes based approach to nursing education and training.

The scope is outlined:

#### Definitions:

A staff nurse is a person who:

- Is educated and competent to practise basic nursing.
- Assumes responsibility and accountability for independent decision making in such practice.
- Is registered and licensed as a staff nurse under the Nursing Act.

#### Scope of Practice:

The scope of the staff nurse is to provide basic nursing care, which entails:

- The provision of basic nursing care and treatment of persons with stable and uncomplicated health conditions in all settings.
- Basic Emergency care.
- Assessing and developing a plan of nursing care for persons with stable and uncomplicated health conditions.
- Taking responsibility for the nursing care of persons whose health condition is stable and uncomplicated in a unit of an overall health facility or service.
- A staff nurse may not take responsibility and accountability for managing nursing care in a health facility or service.
- A staff nurse may provide nursing care and treatment to persons who have complicated health problems or are in an unstable condition under the supervision of a professional nurse.

#### Scope of Professional and Ethical Practice:

The Professional and Ethical practice of a Staff Nurse requires a practitioner to:

- Demonstrate knowledge of laws and regulations relevant to the practice of the staff nurse.
- Practise as a staff nurse in accordance with the laws and regulations relevant to nursing and health care in South Africa.
- Protect and advocate for the rights of individuals and groups in relation to health care.
- Practise nursing in accordance with the standards and ethical code set by the profession.
- Understand and accept accountability and responsibility for his/her own nursing actions and omissions within the relevant legal and ethical parameters.

#### Scope of Clinical Practice:

The clinical practice of a staff nurse is to provide basic nursing care for the treatment and rehabilitation of common health problems for individuals and groups. Such practice requires a practitioner to:

- Assess and screen the health status through basic observation interaction and measurement.
- Interpret data and diagnose basic nursing needs.
- Develop nursing care plan to meet basic health care needs/nursing needs.
- Take responsibility for the implementation of the care plan he/she developed.
- Manage all aspects of delegated nursing care.
- Timeous referral and appropriate consultation with a professional nurse or midwife.
- Promote health through the provision of relevant information.
- Maintain continuity of care through reporting and communication to care givers and members of the health care team.
- Evaluate health care user's progress towards expected outcomes and revise the nursing plan of care in accordance with observation data.
- Create and maintain an accurate record of nursing intervention.
- Establish and promote a supportive and helping relationship with health care user.
- Maintain an environment that promotes safety, security and respect of the health care user.
- Maintain a safe environment for nursing care.
- Advocate for the rights of health care users.

- Promote health care user participation in health care and empowers them towards self reliance.
- Demonstrate and maintain clinical competence to ensure safe practice as a staff nurse.

#### Quality of Practice:

The quality of nursing practice of a staff nurse is to:

- Participate in the maintenance of set standards to improve the quality of nursing care.
- Utilize learning opportunities to improve own nursing practice.
- Continuously review own performance against nursing standards.

#### Conclusion:

An examination of the Scope of Practice, as well as those in operations in ICN signatory countries, clearly indicates the alignment of this proposed qualification with international practice.

#### **ARTICULATION OPTIONS**

This qualification - National Diploma: Nursing - articulates with the Professional Degree in nursing at NQF Level 7, or any other bachelor's degree in the health and social sciences as determined by the provider.

The following diagram shows the location of this qualification in terms of other possible qualifications within the field:

- Level 1: GETC: Ancillary Health.
- Level 2: NC: Fundamental Ancillary Health.
- Level 3: NC: Auxiliary Nursing; NC: Community Health Work; NC: Health Sciences and Social Services.
- Level 4: FETC: Nursing; FETC: Community Health Work; NC: Health Sciences and Social Services.
- Level 5: Diploma: Nursing: Mental Health; Diploma: Nursing: Community Health; NC: Community Health Facilitator Training.
- Level 6: National Diploma: Nursing (leads to PD); Various: health/allied health sciences; Various: research/teaching/education/management.
- Level 7: B: Nursing; Social sciences (social work; health/social services; C&YCW; Probation).
- Level 8: Masters: Nursing (PD prepares learners for Masters).
- Level 8 and above: PhD: Nursing.

#### Horizontal Articulation:

Learners can move into a number of related areas in health and allied health sciences, as well as research, education and nursing management, by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

#### Vertical Articulation:

Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above NQF Level 5.

#### **MODERATION OPTIONS**

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

- Moderation of assessment will be overseen by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA, according to moderation principles and the agreed ETQA procedures.
- Internal and external moderation must be conducted by moderators appointed by the provider and accredited through 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 an NQF Level above this qualification, as well as relevant clinical expertise and current experience. In addition external moderation will be conducted by the relevant ETQA for nursing and midwifery.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- An Assessor must be a person currently registered with the relevant statutory health council as a professional nurse and midwife, as determined by the particular exit level outcome. In addition, Assessors must have appropriate clinical expertise and/or a relevant qualification at an NQF Level above this qualification.

#### **NOTES**

#### **UNIT STANDARDS**

*This qualification is not based on Unit Standards.*

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	252098	Use communication skills to establish and maintain supportive relationships	Level 5	6
Core	252082	Carry out a health assessment of an individual of any age group	Level 5	7
Core	252112	Demonstrate knowledge of the anatomy and bio-physical functioning of the human body	Level 5	20
Core	252110	Demonstrate knowledge of the structure and biology of micro organisms as it applies to clinical practice	Level 5	12
Core	252113	Develop and apply strategies to cope with the emotional demands of nursing situations	Level 5	4
Core	252089	Ensure child and adolescent-friendly health and nursing care	Level 5	4
Core	252107	Facilitate community stakeholder involvement in promoting and maintaining health	Level 5	5
Core	252093	Implement and evaluate planned nursing care to achieve identified patient outcomes	Level 5	16
Core	252105	Lead and participate in team approaches to health care	Level 5	4
Core	252092	Manage a community health intervention	Level 5	3
Core	252095	Monitor and stimulate the growth and development of a child and/or adolescent	Level 5	10
Core	252080	Practice in accordance with ethical and legal codes of nursing and the laws of the country	Level 5	8
Core	252099	Provide nursing care to a terminally ill patient and support to the family	Level 5	5
Core	252102	Share information to promote effective decision making in health care	Level 5	7
Core	252101	Create and maintain a safe physical and emotionally supportive environment in a health care unit	Level 6	6
Core	252106	Demonstrate knowledge of applied psychology in the care of health care users	Level 6	12
Core	252103	Demonstrate knowledge of applied sociology in the care of patients	Level 6	12
Core	252109	Demonstrate knowledge of the physiology and biochemical functioning of all body systems	Level 6	20
Core	252100	Develop a care plan in collaboration with patients and/or carers	Level 6	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	252091	Maintain optimum health of the pregnant woman and the family	Level 6	12
Core	252081	Manage childhood illnesses in an integrated manner	Level 6	8
Core	252097	Manage individuals and groups with communicable diseases	Level 6	14
Core	252111	Manage minor ailments and common illnesses	Level 6	16
Core	252087	Manage pharmacological preparations and treatment	Level 6	9
Core	252096	Manage rehabilitation	Level 6	8
Core	252108	Provide nursing care to individuals with long term illness	Level 6	9
Core	252085	Provide postpartum care to the mother and neonate	Level 6	12
Core	252088	Respond to physical and psychological emergency situations	Level 6	10
Core	252083	Utilise relevant legislation, regulations and policy in planning in a health care unit	Level 6	3
Core	252094	Organise, co-ordinate and review the activities of a health care unit	Level 7	4
Elective	252125	Perform a spirometric screening test in an occupational setting	Level 5	5
Elective	252126	Perform an audiometric screening test in an occupational setting	Level 5	5
Elective	252086	Develop, maintain and manage an effective information management system for nursing practice	Level 7	8
Elective	252090	Maintain physical and psychological comfort in acute and/or chronically ill patients, and significant others	Level 7	11
Elective	252084	Manage the provision of quality nursing care in a cost effective manner	Level 7	6
Elective	252104	Prepare the patient who has recovered from an acute illness for discharge	Level 7	5
Elective	244229	Provide counselling and intervention for people affected by abuse, neglect, or violence	Level 7	15





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Respond to physical and psychological emergency situations*

SAQA US ID	UNIT STANDARD TITLE		
252088	Respond to physical and psychological emergency situations		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of physical and psychological emergency situations.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of emergency responses.

**SPECIFIC OUTCOME 3**

Respond effectively to physical emergency situations.

**SPECIFIC OUTCOME 4**

Respond effectively to psychological emergency situations.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Ensure child and adolescent-friendly health and nursing care*

SAQA US ID	UNIT STANDARD TITLE		
252089	Ensure child and adolescent-friendly health and nursing care		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

**SPECIFIC OUTCOME 1**

Implement child and adolescent-friendly services.

**SPECIFIC OUTCOME 2**

Involve children, adolescents and parents or caregivers constructively in child and adolescent care.

**SPECIFIC OUTCOME 3**

Act as an advocate for a child or adolescent at all times.

**SPECIFIC OUTCOME 4**

Adhere to the ethical and legal requirements pertaining to child or adolescent health.

**SPECIFIC OUTCOME 5**

Provide post traumatic support to children and adolescents.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Maintain physical and psychological comfort in acute and/or chronically ill patients, and significant others***

SAQA US ID	UNIT STANDARD TITLE		
252090	Maintain physical and psychological comfort in acute and/or chronically ill patients, and significant others		
ORIGINATOR		PROVIDER	
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services		Curative Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	11

**SPECIFIC OUTCOME 1**

Assess the level of mental and physical discomfort of the acutely and chronically ill patient.

**SPECIFIC OUTCOME 2**

Care for patients before and after surgical interventions.

**SPECIFIC OUTCOME 3**

Implement evidence based nursing interventions for pain, and mental and physical discomfort in the acutely and chronically ill patient.

**SPECIFIC OUTCOME 4**

Assist the significant others of acutely and chronically ill patients to resolve emotional and psychological problems related to the illness of the patient.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Elective	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Maintain optimum health of the pregnant woman and the family*

SAQA US ID	UNIT STANDARD TITLE		
252091	Maintain optimum health of the pregnant woman and the family		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

**SPECIFIC OUTCOME 1**

Assess and maintain health status of a pregnant woman.

**SPECIFIC OUTCOME 2**

Prepare the mother and family for delivery and family changes.

**SPECIFIC OUTCOME 3**

Record and document the history of the pregnancy.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage a community health intervention***

SAQA US ID		UNIT STANDARD TITLE	
252092		Manage a community health intervention	
ORIGINATOR		PROVIDER	
SGB Nursing			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

**SPECIFIC OUTCOME 1**

Plan for a community health assessment.

**SPECIFIC OUTCOME 2**

Collect, analyse and interpret collected data.

**SPECIFIC OUTCOME 3**

Prioritise community needs and report findings.

**SPECIFIC OUTCOME 4**

Plan, implement and evaluate a community health intervention.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

*Practice in accordance with ethical and legal codes of nursing and the laws of the country*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
252080	Practice in accordance with ethical and legal codes of nursing and the laws of the country		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Nursing			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Preventive Health	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	8

**SPECIFIC OUTCOME 1**

Demonstrate ethical behaviour in own nursing practice.

**SPECIFIC OUTCOME 2**

Maintain patient confidentiality within legal and professional parameters.

**SPECIFIC OUTCOME 3**

Develop self as a professional person.

**SPECIFIC OUTCOME 4**

Act in an advocacy role to protect human rights.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Manage childhood illnesses in an integrated manner*

SAQA US ID	UNIT STANDARD TITLE		
252081	Manage childhood illnesses in an integrated manner		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Curative Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8

**SPECIFIC OUTCOME 1**

Assess an ill child 2 months up to 5 years using the IMCI strategy.

**SPECIFIC OUTCOME 2**

Implement the IMCI management principles to address the identified health problems.

**SPECIFIC OUTCOME 3**

Provide support to the mother.

**SPECIFIC OUTCOME 4**

Provide follow up care.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Carry out a health assessment of an individual of any age group*

SAQA US ID	UNIT STANDARD TITLE		
252082	Carry out a health assessment of an individual of any age group		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	7

**SPECIFIC OUTCOME 1**

Gather health assessment data.

**SPECIFIC OUTCOME 2**

Assess the functional level of a child, adult and/or aged person.

**SPECIFIC OUTCOME 3**

Conduct a developmental assessment process to determine the level of development of a child, adult and/or aged person.

**SPECIFIC OUTCOME 4**

Formulate a nursing diagnosis.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Utilise relevant legislation, regulations and policy in planning in a health care unit*

SAQA US ID	UNIT STANDARD TITLE		
252083	Utilise relevant legislation, regulations and policy in planning in a health care unit		
ORIGINATOR		PROVIDER	
SGB Nursing			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	3

**SPECIFIC OUTCOME 1**

Identify and apply legislation, regulations and policy in the delivery of nursing services.

**SPECIFIC OUTCOME 2**

Critically analyse the impact of national, provincial and local health policies on health care delivery.

**SPECIFIC OUTCOME 3**

Identify and respond to breaches of law relating to nursing practice and professional codes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage the provision of quality nursing care in a cost effective manner***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
252084	Manage the provision of quality nursing care in a cost effective manner		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Nursing			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 7	6

**SPECIFIC OUTCOME 1**

Apply basic financial management skills to managing nursing in a health care unit and/or facility.

**SPECIFIC OUTCOME 2**

Develop and implement policy and procedures for the acquisition, utilisation, storage and maintenance of supplies, medication and equipment.

**SPECIFIC OUTCOME 3**

Provide quality nursing care in a cost effective manner.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Elective	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Provide postpartum care to the mother and neonate*

SAQA US ID	UNIT STANDARD TITLE		
252085	Provide postpartum care to the mother and neonate		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

**SPECIFIC OUTCOME 1**

Facilitate effective feeding of the neonate by the mother.

**SPECIFIC OUTCOME 2**

Provide evidence-based nursing care to the mother and neonate during the post-partum period.

**SPECIFIC OUTCOME 3**

Facilitate informed decision making regarding future pregnancies and reproductive health.

**SPECIFIC OUTCOME 4**

Evaluate the quality of post partum care.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

*Develop, maintain and manage an effective information management system for nursing practice*

SAQA US ID	UNIT STANDARD TITLE		
252086	Develop, maintain and manage an effective information management system for nursing practice		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	8

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of health information systems.

**SPECIFIC OUTCOME 2**

Maintain a documentation system for nursing.

**SPECIFIC OUTCOME 3**

Use information and data to improve performance and quality of nursing.

**SPECIFIC OUTCOME 4**

Maintain privacy, confidentiality, legal and ethical requirements for a health information system.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Elective	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Manage pharmacological preparations and treatment*

SAQA US ID	UNIT STANDARD TITLE		
252087	Manage pharmacological preparations and treatment		
ORIGINATOR		PROVIDER	
SGB Nursing			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	9

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of the basic principles of pharmacology, toxicology and drug therapy.

**SPECIFIC OUTCOME 2**

Demonstrate basic knowledge and insight in Pharmacology as it affects nursing practice.

**SPECIFIC OUTCOME 3**

Interpret prescribed treatment regimens.

**SPECIFIC OUTCOME 4**

Communicate with other professionals and the patients and/or public regarding the different pharmacological treatment regimens.

**SPECIFIC OUTCOME 5**

Provide meaningful support and information on pharmacological treatment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Implement and evaluate planned nursing care to achieve identified patient outcomes***

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
252093		Implement and evaluate planned nursing care to achieve identified patient outcomes	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Nursing			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Preventive Health	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	16

**SPECIFIC OUTCOME 1**

Create an enabling environment.

**SPECIFIC OUTCOME 2**

Initiate, direct and participate in the provision of nursing care.

**SPECIFIC OUTCOME 3**

Monitor response to illness and interventions, and evaluate progress towards expected outcomes.

**SPECIFIC OUTCOME 4**

Document interventions and progress of client status.

**SPECIFIC OUTCOME 5**

Evaluate and revise care plans.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Organise, co-ordinate and review the activities of a health care unit*

SAQA US ID	UNIT STANDARD TITLE		
252094	Organise, co-ordinate and review the activities of a health care unit		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	4

**SPECIFIC OUTCOME 1**

Identify, categorise and prioritise activities in a health care unit.

**SPECIFIC OUTCOME 2**

Communicate and coordinate planned and emergent nursing activities in a health care unit.

**SPECIFIC OUTCOME 3**

Evaluate the performance of a health care unit.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Monitor and stimulate the growth and development of a child and/or adolescent***

SAQA US ID	UNIT STANDARD TITLE		
252095	Monitor and stimulate the growth and development of a child and/or adolescent		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

**SPECIFIC OUTCOME 1**

Assess the level of development of a child or adolescent.

**SPECIFIC OUTCOME 2**

Identify factors that may affect growth and development of a child or adolescent.

**SPECIFIC OUTCOME 3**

Stimulate the growth and development of a child or adolescent.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Manage rehabilitation*

SAQA US ID		UNIT STANDARD TITLE	
252096		Manage rehabilitation	
ORIGINATOR		PROVIDER	
SGB Nursing			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Rehabilitative Health/Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8

**SPECIFIC OUTCOME 1**

Collaborate with patient and health team to set a specific rehabilitation goal.

**SPECIFIC OUTCOME 2**

Measure the functional ability of a patient with a disability.

**SPECIFIC OUTCOME 3**

Assess the barriers to rehabilitation and develop a rehabilitation plan.

**SPECIFIC OUTCOME 4**

Facilitate the implementation of the rehabilitation plan.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage individuals and groups with communicable diseases***

SAQA US ID	UNIT STANDARD TITLE		
252097	Manage individuals and groups with communicable diseases		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Curative Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	14

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of communicable diseases.

**SPECIFIC OUTCOME 2**

Implement strategies to prevent the spread of communicable diseases to carers and others.

**SPECIFIC OUTCOME 3**

Implement strategies in a community to monitor and prevent the spread of communicable diseases.

**SPECIFIC OUTCOME 4**

Manage the care of patients with communicable diseases.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Use communication skills to establish and maintain supportive relationships*

SAQA US ID	UNIT STANDARD TITLE		
252098	Use communication skills to establish and maintain supportive relationships		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

**SPECIFIC OUTCOME 1**

Establish a supportive relationship with healthcare users.

**SPECIFIC OUTCOME 2**

Utilise communication skills to empower healthcare users to participate in treatment and care.

**SPECIFIC OUTCOME 3**

Deal effectively with feelings and emotions of a healthcare user.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Fundamental	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Provide nursing care to a terminally ill patient and support to the family*

SAQA US ID	UNIT STANDARD TITLE		
252099	Provide nursing care to a terminally ill patient and support to the family		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Rehabilitative Health/Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

**SPECIFIC OUTCOME 1**

Plan and implement basic nursing care for a terminally ill patient.

**SPECIFIC OUTCOME 2**

Support a terminally ill patient and family through the process of death, dying and bereavement.

**SPECIFIC OUTCOME 3**

Evaluate the quality of nursing care.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Develop a care plan in collaboration with patients and/or carers*

SAQA US ID	UNIT STANDARD TITLE		
252100	Develop a care plan in collaboration with patients and/or carers		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Curative Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

**SPECIFIC OUTCOME 1**

Set care objectives in response to identified needs.

**SPECIFIC OUTCOME 2**

Identify resource requirements for care plans and individual plans.

**SPECIFIC OUTCOME 3**

Develop a care plan.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Create and maintain a safe physical and emotionally supportive environment in a health care unit**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
252101	Create and maintain a safe physical and emotionally supportive environment in a health care unit		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Nursing			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 6	6

**SPECIFIC OUTCOME 1**

Identify and minimise potential and actual risks in a health care unit.

**SPECIFIC OUTCOME 2**

Provide an emotionally supportive environment within a health care unit.

**SPECIFIC OUTCOME 3**

Co-ordinate nursing personnel to provide quality health care.

**SPECIFIC OUTCOME 4**

Implement a health care unit disaster plan.

**SPECIFIC OUTCOME 5**

Evaluate the health care unit environment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Share information to promote effective decision making in health care*

SAQA US ID	UNIT STANDARD TITLE		
252102	Share information to promote effective decision making in health care		
ORIGINATOR	PROVIDER		
SGB Nursing			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	7

**SPECIFIC OUTCOME 1**

Establish needs and capacity of health care users.

**SPECIFIC OUTCOME 2**

Develop education programmes and materials.

**SPECIFIC OUTCOME 3**

Provide health information throughout nursing care.

**SPECIFIC OUTCOME 4**

Evaluate effectiveness of education programmes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate knowledge of applied sociology in the care of patients***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
252103	Demonstrate knowledge of applied sociology in the care of patients		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Nursing			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 6	12

**SPECIFIC OUTCOME 1**

Discuss sociological and anthropological theories as related to nursing practice.

**SPECIFIC OUTCOME 2**

Demonstrate knowledge of social and cultural concepts and principles related to nursing practice.

**SPECIFIC OUTCOME 3**

Apply knowledge of sociology and anthropology in clinical practice.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>
Core	59257	Bachelor of Nursing	Level 7	Draft - Prep for P Comment	
Core	59236	National Diploma: Nursing	Level 5	Draft - Prep for P Comment	