

No. R. 1046

14 December 2011

**NURSING ACT, 2005 (ACT No. 33 of 2005)****Regulations relating to the Approval of and the Minimum Requirements for the Education and Training of a Nurse leading to Registration as a Professional Nurse**

The Minister of Health intends in terms of section 58(1)(f) of the Nursing Act, 2005 (Act No. 33 of 2005), after consultation with the South African Nursing Council to made regulations in the Schedule.

Interested persons are invited to submit any substantiated comments or representations on the proposed regulations to the Director-General of Health, Private Bag X828, Pretoria, 0001 (for the attention of the Director: Public Entities and Management), within three months of the date of publication of this notice.

**SCHEDULE****Definitions**

1. In this schedule "**the Act**" means the Nursing Act, 2005 (Act No.33 of 2005), and any expression to which a meaning has been assigned in the Act shall bear such meaning, and, unless the context otherwise indicates—

**"academic year"** means a period of at least 44 weeks of learning in any calendar year;

**"assessment"** means a structured process for the gathering of evidence and making judgements about a learner's performance in relation to the prescribed requirements for the professional nurse education and training programme;

**“assessment method”** means the act that the assessor engages in utilising a variety of assessment strategies;

**“assessor”** means a practitioner registered as such with the Council who will be responsible for the assessment of the learner achievement of learning outcomes for the professional nurse education and training programme;

**“clinical facility”** means a health facility whose primary purpose is the provision of care to patients and is also used to teach clinical skills to learners;

**“clinical learning opportunities”** means the range of learning experiences available in a health care setting or other experiential learning sites for a learner to gain clinical skills;

**“clinical placement”** means the period spent by a learner in clinical and other experiential learning sites to ensure that the purpose of the professional nurse education and training programme is achieved;

**“competence”** means the ability of a practitioner to integrate the professional attributes including, but are not limited to, knowledge, skill, judgment, values and beliefs, required to perform as a professional nurse in all situations and practice settings;

**“comprehensive nursing”** means nursing interventions that integrate and apply the scientific process of the full range of nursing that is general, community, obstetric and mental health that promotes and maintains the health status of health care users in all contexts of health care delivery;

**“core learning”** means compulsory learning required for the professional nurse education and training programme;

**“day”** means a working day;

**“elective learning”** means a selection of additional learning requirements from which a choice may be made to ensure that the purpose of the professional nurse education and training programme is achieved;

**“external moderation”** means a process of assessing whether the assessment across two or more nursing education institutions delivering the professional nurse education and training programme is consistent, accurate, well-designed, fair, valid and reliable, which is conducted by an independent moderator registered as such by the Council and appointed for this purpose by the Council;

**“fee”** means a fee or fees determined by the Council from time to time and published by notice in the *Gazette*;

**“fundamental learning”** means learning which forms the grounding or basis needed to undertake the education and training programme to meet requirements for registration as a nurse;

**“integrated assessment”** means forms of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods;

**“internal moderation”** means a process that assesses whether the assessment in a single nursing education institution delivering the professional nurse education and training programme is consistent, accurate, well-designed, fair, valid and reliable, conducted by an independent moderator who is registered as such by the Council and appointed for this purpose by the nursing education institution;

**“learning outcomes”** means the prescribed competencies and educational outcomes for the professional nurse education and training programme;

**“moderation”** means the process conducted by an independent moderator, which ensures that assessment of the outcomes prescribed for the professional nurse education and training programme is fair, valid and reliable;

**“moderator”** means a practitioner registered as such with the Council who will be responsible for the moderation of assessment conducted by nursing education institutions for the professional nurse education and training programme;

**“programme”** means a purposeful and structured set of learning experiences that leads to registration as a professional nurse;

**“programme outcomes”** means the equivalent of the exit level outcomes of the qualification;

**“qualification”** means a planned combination of learning outcomes with a defined purpose that is intended to provide qualifying learners with applied competence for meeting the professional nurse qualification that is registered on the National Qualifications Framework (NQF) which meets the prescribed requirements for registration as a professional nurse;

**“recognition of prior learning”** means the comparison of the previous learning and experience of a learner against the learning outcomes required for the professional nurse education and training programme and the acceptance of such previous learning and experience for purposes of granting credits towards the professional nurse qualification;

**“section”** means a section of the Act.

### **Conditions for registration as a professional nurse**

2. (1) A person shall be registered as a professional nurse in terms of section 31(a) if—
- (a) she or he received education and training at a nursing education institution that is accredited to provide the professional nurse education and training programme;
  - (b) she or he was registered as a learner in terms of section 32 for the duration of the programme;
  - (c) she or he has successfully completed an accredited professional nurse education and training programme, has been assessed to meet the programme and learning outcomes referred to in regulation 7 and 8 and has met all requirements for the award of the prescribed qualification;
  - (d) she or he has passed the assessments referred to in regulations 9, 10, 11 and 12 or has been exempted there from in terms of regulation 14;

(e) the nursing education institution where the learner was registered for the programme has submitted to the Council—

(i) a record of theoretical and clinical learning achieved and any other information as may be determined by the Council;

(ii) a record of completed clinical placement;

(iii) a record of assessments conducted, including recognition of prior learning where applicable; and

(iv) a declaration certifying that the learner has met the prescribed educational requirements and is competent for registration as a professional nurse signed by the person responsible for the programme appointed in terms of subregulation 3(1) (d) and the head of the nursing education institution in a format as determined by the Council; and

(f) Registration of a person in terms of section 31 (a) is subject to compliance with section 40 of the Act.

(2) The application for registration as a professional nurse must be in accordance with the Regulations relating to the particulars to be furnished to the Council for keeping of the register for nursing practitioners, the manner of effecting alterations to the register, and certificates that may be issued by the Council published in the Government Notice No. R.195 of 19 February 2008.

(3) In the case of learner that was not registered in terms of subregulation (1) (b) for the full duration of the course, the duration of the course for such a learner will be extended for a period that is equal to the period where such registration was not maintained.

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**Conditions for the accreditation of a nursing education institution to offer the professional nurse education and training programme**

3. (1) An institution may be accredited to offer the programme leading to registration as a professional nurse if the institution—
- (a) In the case of a private institution such institution must be registered as a Higher Education Institution with the Department of Education; or
  - (b) In the case of a public entity the institution must be recognised in terms of section 20 of the Higher Education Act, 1997 (Act No.101 of 1997) as a public higher education institution; and
  - (c) is accredited with the Council as a nursing education institution in terms of section 42 of the Act;
  - (d) has access to sufficient clinical facilities that are appropriate and relevant to achieve the outcomes of the professional nurse education and training programme; and
  - (e) has a designated person responsible for the programme, who—
    - (i) is registered as a professional nurse with the Council;
    - (ii) holds a recognised education qualification that is recorded at a level higher on the National Qualifications Framework than the Degree in Nursing or an equivalent qualification; and
    - (iii) has an additional qualification in nursing education recorded on the Council's register;
  - (f) has demonstrated that there is a need for such education and training programme; and
  - (g) the programme is accredited by the Council for Higher Education.
- (2) The institution must be accredited by the Council to offer the professional nurse education and training programme in terms of section 42 of the Act prior to commencing education and training for such programme.

- (3) The professional nurse education and training programme must meet all the Council's prescribed accreditation requirements, criteria and standards for nursing education and training.

**Purpose of the professional nurse education and training programme**

4. (1) The purpose of the professional nurse education and training programme is to enable a learner to—
- (a) function as a clinically competent , service orientated, independent registered professional nurse;
  - (b) render comprehensive care across all spheres of health, as determined by the appropriate legislative framework;
  - (c) develop the competencies contained in Annexure 2; and
  - (d) practice evidence-based nursing.
- (2) The professional nurse education and training programme must aim to—
- (a) produce high quality professionals who are competent nursing practitioners in a range of health service settings;
  - (b) provide professionals with a range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to health services;
  - (c) equip professionals 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; and
  - (d) offer a wide range of transferable skills for application in nursing which include—
    - (i) a logical, solution based approach to problem solving;
    - (ii) critical thinking;
    - (iii) an empowerment and strengths based approach to personal development;

- (iv) competence in written and oral communication;
- (v) capacity to assess and implement health and other policy;
- (vi) ability to plan and implement and manage projects of a varied nature;
- (vii) an ability to work independently and as part of a team; and
- (viii) an ability to provide leadership.

#### **Admission requirements to the professional nurse education and training programme**

5. (1) A candidate shall apply to a nursing education institution that is accredited to provide the professional nurse education and training programme referred to in these regulations.
- (2) In order to be admitted to a programme, a person must be the holder of at least a National Senior Certificate or equivalent qualification and meet the minimum requirements for admission to a Bachelors Degree as gazetted for admission to higher education.
- (3) The true copy of the certificate referred to in subregulation (2) shall accompany the candidate's application.
- (4) A person who is admitted into the accredited professional nurse education and training programme at the nursing education institution must register with the Council as a learner in terms of section 32 of the Act.

#### **Minimum requirements for the professional nurse education and training programme**

6. (1) Learners are required to achieve a minimum of 508 credits consisting of—
  - (a) 121 Fundamental component credits;
  - (b) 377 Core component credits; and
  - (c) 10 Elective component credits.
- (2) The duration of the professional nurse education and training programme is four academic years of full time study.

- (3) A learner shall undergo a minimum of 3000 hours of supervised experience in a clinical facility, which shall be spread over the four academic years of the programme.
- (4) The maximum period that a learner may spend in a clinical laboratory must not exceed 460 hours during the full duration of study.

### **Programme outcomes**

- 7. (1) The professional nurse education and training programme must achieve the following outcomes for the provision of comprehensive nursing care—
  - (a) Apply knowledge of biomedical, biotechnological and psychosocial sciences to the practice of nursing;
  - (b) Develop, implement and evaluate population based health care;
  - (c) Assess, plan, implement and evaluate nursing care for individuals and groups based on thorough assessment;
  - (d) Deliver nursing care to sick or disabled individuals and groups;
  - (e) Promote health and rehabilitation of individuals and groups;
  - (f) Diagnose and treat minor and common ailments;
  - (g) Maintain professionalism in nursing practice;
  - (h) Manage a health care unit and facility;
  - (i) Deliver safe obstetric care;
  - (j) Manage the care of persons with severe and minor mental health problems; and
  - (k) Utilise principles of science and methodology in investigating nursing and health related problems.

### **Learning outcomes**

- 8.(1) A learner on completion of the professional nurse education and training programme must achieve learning outcomes in the specified core, fundamental and elective components of the programme as set out in Annexure 3.

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- (2) On completion of the programme, the learner must be competent to practice as an independent practitioner to provide comprehensive nursing which entails the following outcomes as set out in Annexure 4—
- (a) practice nursing in a professional and ethical manner;
  - (b) render clinical care and manage the treatment and rehabilitation for all health problems of individuals, groups and communities; and
  - (c) maintain the quality of nursing practice.

### **Assessment**

9. (1) To be registered as a professional nurse, the learner must achieve the required number of credits as specified in the rules of combination in subregulation 6 (1) as well as the criteria specified for integrated assessment in regulation 12.
- (2) The nursing education institution's assessment for the professional nurse education and training programme must take place in accordance with -
- (a) the nursing education institution's quality assurance and assessment policies, procedures and processes;
  - (b) the Council 's assessment policies, procedures and processes;
  - (c) general assessment policies, procedures and processes pertaining to higher education institutions; and
  - (d) the assessment requirements of the qualification.

- (3) The learner must be assessed to achieve the programme and learning outcomes prescribed in regulations 7 and 8, competencies set out in Annexure 2, and the assessment criteria as set out in Annexure 5.
- (4) The institution must utilise integrated assessment methods to evaluate theory and practice.

#### **Formative assessment**

10. Assessment of learners must take place on a continuous basis using a variety of assessment strategies.

#### **Summative assessment**

11. (1) In addition to the qualification requirements for summative assessments the institution must conduct a summative assessment at the end of the four years of the programme which includes at least a written and practical assessment—
  - (a) The written assessment will be in the form of an examination at the end of the programme which assesses the learners overall competence and achievement of the overall programme outcome; and
  - (b) The practical assessment will assess the overall competence and achievement of the overall programme outcomes to the actual performance and skills of the learner in clinical settings conducted using the competence instrument of the Council.
- (2) The learner must achieve all the prescribed learning outcomes and competence for the professional nurse education and training programme.
- (3) Any other assessment requirements as determined by the Council.

#### **Assessment requirements**

12. (1) All assessments must meet the following requirements—

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- (a) Assessment must be conducted by a person who is registered with the Council as an assessor;
  - (b) The initial assessment activities must focus on gathering evidence in terms of the learning outcomes to ensure assessment is integrated;
  - (c) The assessment must focus on each specific outcome, or groups of specific outcomes; and
  - (d) Assessment activities must include performance in real life situations and where simulations or role-plays are used; there should be supporting evidence to prove that the learner is competent to function in the real situation.
- (2) All assessments must be conducted in accordance with the following universally accepted principles of assessment—
    - (a) use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
    - (b) judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
    - (c) ensure assessment processes are systematic, transparent and consistent.
  - (3) The specific assessment criteria that must be achieved for the professional nurse education and training programme as set out in Annexure 5.

#### **Moderation of assessment**

- 13. (1) Internal moderation must be conducted by moderators appointed by the nursing education institution and registered with the Council.
- (2) A moderator referred to in subregulation (1) must be in possession of an appropriate qualification at a National Qualification Framework level that is above this qualification, as well as relevant clinical expertise and current experience in the field of nursing.
- (3) The nursing education institution must conduct internal moderation of assessments—

- (a) The nursing education institution must have in place a moderation policy;
  - (b) The internal moderation must comply with the moderation requirements of higher education institutions; and
  - (c) The nursing education institution must appoint independent external moderators to conduct moderation of assessment for the professional nurse education and training programme.
- (4) The Council will conduct external moderation that will moderate assessment amongst nursing education institutions that are accredited for the professional nurse education and training programme.

#### **Recognition of prior learning**

- 14.(1)** A learner may be assessed on prior learning for no more than a 50% of the prescribed credits towards the professional nurse education and training programme by—
- (a) applying to a nursing education institution accredited to offer the professional nurse programme;
  - (b) providing evidence of prior learning by means of portfolios, other forms of appropriate evidence or challenge examinations, and
  - (c) complying with the nursing education institution's recognition of prior learning policies and procedures.
- (2) The process referred to in subregulation 14(1) must meet the Council's and the general prescripts for recognition of prior learning.
- (3) The assessment of prior learning referred to in subregulation (1) must be conducted by an assessor registered in terms of regulation 15.
- (4) The nursing education institution must submit the credits obtained from the assessment of prior learning as part of the completion of training records referred to in subregulation 2(1)(e).

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- (5) The nursing education institution where recognition of prior learning has taken place must keep a full record of the assessment conducted and all documentation pertaining to such assessment and on request supply such records to the Council.
- (6) Where a nursing education institution fails to produce the recognition of prior learning records on request of the Council, the Council may refuse such an application for credits or where the credit was already granted, such credits may be withdrawn.

#### **Criteria for registration of constituent assessors and moderators**

15. (1) The criteria for registration as a constituent assessor for the professional nurse programme includes—
- (a) registration as a professional nurse;
  - (b) a bachelors degree or a qualification that is at a level higher than the said qualification;
  - (c) an additional qualification in nursing education;
  - (d) a certificate from an accredited provider of assessor training;
  - (e) payment of the prescribed assessor registration fee; and
  - (f) any other requirements as may be determined by the Council.
- (2) The criteria for registration as a moderator for the professional nurse programme includes—
- (a) registration as a professional nurse;
  - (b) a bachelors degree or a qualification that is at a level higher than the said qualification;
  - (c) additional qualification in nursing education;
  - (d) a certificate from an accredited provider of moderator training;
  - (e) payment of the prescribed moderator registration fee; and

(f) any other requirements as may be determined by the Council.

### **Clinical training**

**16.(1)** Clinical training must only be provided in clinical facilities that are accredited by the Council.

- (2) Clinical learning must take place in a range of clinical settings that will facilitate the achievement of the programme outcomes.
- (3) The nursing education institution must set learning outcomes for each clinical facility and clinical placement.
- (4) The nursing education institution must indicate how the learning outcomes referred to in subregulation (3) will be achieved.
- (5) The learner must be taught and found competent to perform the required competencies.
- (6) The learner must be assessed on the achievement of the learning outcomes referred to in subregulation (3).
- (7) A learner who is not yet competent or has not achieved the learning outcomes must be placed in the clinical setting for an additional period until such time that the learner has achieved the learning outcomes.
- (8) The learning outcomes for clinical placement must include the integration of theory and practice.
- (9) The clinical training referred to in subregulation 6 (2) shall include clinical learning experience in a clinical facility at night not exceeding one month per academic year.
- (10) Notwithstanding the provisions of subregulation (9), a learner shall not be allocated for clinical practical at night during the first six months of the first year of study.

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- (11) Clinical learning in simulation laboratories shall not exceed the hours prescribed in subregulation 6 (4) during the four year period of training.
- (12) A learner may only be eligible for the summative assessment once she or he has complied with at least 95% of the clinical requirements for the programme.

### **Completion and termination of training**

- 17.(1) At the conclusion of the prescribed training period for the professional nurse education and training programme the nursing education institution must—
- (a) notify the Council within thirty days of a learner terminating training; and
  - (b) submit the requirements for registration of the learner in terms of regulation 2.
- (2) For a learner who terminates training without having completed or complied with the requirements for registration in terms of regulation 2 the nursing education institution must submit to the Council—
- (a) a record of all credits that the learner has achieved;
  - (b) a request to terminate the learner's registration as a learner in a form determined by the Council; and
  - (c) a declaration that the learner has complied with the record referred to in subregulation (a).
- (3) For a learner who requests a transfer to another nursing education institution the nursing education institution where the learner commenced the professional nurse education and training programme must submit on request to the receiving nursing education institution—
- (a) a record of all credits that the learner has achieved; and

- (b) A declaration that the learner has complied with the record referred to in subregulation (a).
- (4) The nursing education institution receiving the transferred learner referred to in subregulation (3) must submit to the Council an application for registration of the learner in terms of section 32 and in accordance with prescribed requirements.

#### **Application of these regulations**

18. These regulations shall apply to all programmes in the Republic of South Africa leading to registration as a professional nurse.

#### **Transitional arrangements**

19. Learners registered in terms of the Regulations published in Government Notice Nos. R.425 of 22 February 1985 and R.683 of 14 April 1989 will continue to be regulated until the date of termination of the programme.
20. The regulations published in Government Notice Nos. R.425 of 22 February 1985 and R.683 of 14 April 1989 will remain in force until a date published by the Council in the *Gazette*.

**DR A MOTSOLEDI, MP**

**MINISTER OF HEALTH:**

**ANNEXURE 1: DECLARATION THAT A LEARNER HAS MET THE EDUCATIONAL REQUIREMENTS TO BE REGISTERED AS A PROFESSIONAL NURSE**

<b>SOUTH AFRICAN NURSING COUNCIL</b>			
<b>COMPLETION OF TRAINING FOR A PROFESSIONAL NURSE</b>			
<b>DECLARATION</b>			
<b>LEARNER DETAILS</b>			
Surname	_____		
Given names in full	_____		
SANC reference number	_____		
South African identity document number	_____		
OR	Passport number	_____	
	Country of issue	_____	
<b>TRAINING DETAILS <sup>(*)</sup></b>			
<b>Name of Institution:</b>			
<b>Date of Commencement</b>	<b>Year:</b>	<b>Month:</b>	<b>Day:</b>
<b>Date of Completion</b>	<b>Year:</b>	<b>Month:</b>	<b>Day:</b>
<b>DECLARATION BY HEAD OF NURSING EDUCATION PROGRAMME</b>			
I hereby declare that the aforementioned learner :			
<ul style="list-style-type: none"> <li>• has complied with all the prescribed minimum education and training programme requirements for registration as a professional nurse in terms of Government Notice (No. of this Notice); and</li> <li>• has been assessed and found to have the required competence as per the prescribed competency framework to practise in accordance the prescribed scope of practice of the professional nurse.</li> </ul>			
I further declare that:			
<ul style="list-style-type: none"> <li>• the information provided is accurate and based on the authentic education and training records of the said learner;</li> <li>• all the education and training of the learner were accurately recorded for the duration of the programme;</li> <li>• the nursing education institution has in its possession all the original education and training records, including but not limited to assessment and clinical placement records ;</li> <li>• there is no evidence that such training records were tampered with or are in any way fraudulent; and</li> </ul>			

- in the event that any tampering of the record or fraudulent records are detected after this declaration is made, I undertake to immediately notify the Council thereof in writing.

I fully understand the meaning and implications of this declaration<sup>(\*\*)</sup>

Full names (Print) \_\_\_\_\_

Designation \_\_\_\_\_

SANC reference number \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### DECLARATION BY HEAD OF NURSING EDUCATION INSTITUTION

I declare that the information provided is accurate and based on the authentic education and training records of the said learner.

I fully understand the meaning and implications of this declaration<sup>(\*\*)</sup>

Full names (Print) \_\_\_\_\_

Designation \_\_\_\_\_

SANC reference number \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Affix Stamp of the nursing education institution here

<sup>(\*)</sup> Any entry into the register made in error or through misrepresentation will be deleted/removed from the register.

<sup>(\*\*)</sup> Any person that makes a false declaration or misrepresents the facts or information given in this declaration may be charged with an offence in terms of section 46 and 54 of the Nursing Act, 2005 (Act No. 33 of 2005).

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**ANNEXURE 2: COMPETENCY FRAMEWORK FOR NURSING PRACTICE**

A professional nurse must be competent to function as a clinically focused, service orientated, independent registered professional nurse, who is able to render comprehensive care across all spheres of health, to persons who have stable, unstable, uncomplicated and complicated health condition, as determined by the appropriate legislative framework. Comprehensive nursing in this context is defined in legislation as: "Nursing interventions that integrate and apply the scientific process of the full range of nursing that is general, community, obstetric, mental health that promotes and maintains the health status of health care users in all contexts of health care delivery"

**A      *Competencies for Professional Ethical Practice*****A.1      *Legal Framework***

- A.1.1      Practises in accordance with relevant Nursing and Healthcare legislation
- A.1.2      Practises in accordance with national and local procedural guidelines
- A.1.3      Recognises and acts upon breaches of law relating to nursing practice and professional code of conduct and practice standards.

**A.2      *Ethical Practice***

- A.2.1      Practises in a manner that conforms to the South African Nursing Council code of ethics.
- A.2.2      Demonstrates ethical behaviour in own practice.
- A.2.3      Engages effectively in ethical decision making
- A.2.4      Acts in an advocacy role to protect human rights as prescribed in legislation and policy frameworks.
- A.2.5      Respects the health care user's right of access to information.
- A.2.6      Ensures confidentiality and security of written and verbal information acquired in a professional capacity.
- A.2.7      Respects the health care users right to informed choice and self determination in nursing and health care.
- A.2.8      Appropriately intervenes in health care that could compromise the safety, dignity and privacy of health care users.
- A.2.9      Identifies unsafe practice and takes appropriate action.

- A.2.10 Recognises one's own beliefs and values and how these may influence care giving.
- A.2.11 Respects the values, spiritual beliefs and practices of health care users.
- A.2.12 Provides culturally sensitive care.
- A.2.13 Demonstrates understanding of the challenges to ethical decision-making and care prioritisation in war, violence, conflict and natural disaster situations.
- A.2.14 Illustrates a balance between professional responsibilities and personal and employment rights.

### **A.3 *Accountability***

- A.3.1 Accepts and demonstrates accountability and responsibility for own professional judgment and actions.
- A.3.2 Understands parameters of own role and competence.
- A.3.3 Consults with other nurse practitioners who have the required expertise, when nursing care requires expertise beyond own current competence or scope of practice.
- A.3.4 Consults with other health care professionals and relevant organisations when the needs of health care users fall outside the scope of nursing practice.
- A.3.5 Accepts responsibility and accountability for own competence in accordance with scope of nursing practice.
- A.3.6 Limits practice to scope of competence.

## **B *Competencies for Clinical Practice***

### **B.1 *Competencies for Care Provision***

#### **B.1.1 *Assessment***

- B.1.1.1 Utilise communication, interpersonal and client-provider interaction skills in conducting nursing assessment.
- B.1.1.2 Collect and analyse active and objective data by taking a history, and conducting necessary physical and mental examinations and diagnostic investigations.

- B.1.1.3 Collect and analyse data through a community assessment
- B.1.1.4 Order necessary investigations within her/his scope of practice.
- B.1.1.5 Identify health indicators and risk factors.
- B.1.1.6 Interpret data and statistics against a body of scientific knowledge.
- B.1.1.7 Formulate accurate nursing and health care diagnosis to clarify client's needs including learning, information/and counselling.
- B.1.1.8 Prioritise client's health needs.
- B.1.1.9 Involve clients in assessing their health care needs.
- B.1.1.10 Screen for and diagnose minor ailments and common health problems & diseases in accordance with the countries norms and standard guidelines.

#### **B.1.2 Planning**

- B.1.2.1 Determine client's nursing and health care goals in collaboration with them and other members of the health care team.
- B.1.2.2 Identify and outline objectives for the plan of care (taking into consideration the capacities of clients).
- B.1.2.3 Select and outline priorities and other nursing interventions to achieve expected outcomes.
- B.1.2.4 Collaborate with individuals/families and other stakeholders in developing a discharge plan.
- B.1.2.5 Develops a plan for (including prescribing treatment) common or minor primary health conditions presented at primary care facilities in accordance with the country's norms and standards and standard treatment guidelines.
- B.1.2.6 Set priority areas for teaching and learning taking into consideration cultural factors.
- B.1.2.7 Outline the plan including short and long-term goals and time frames.
- B.1.2.8 Identify, mobilise and organise resources to carry out the planned activities.
- B.1.2.9 Document the plan of care to facilitate communication with other health care team members for continuity of care.

#### **B.1.3 Implementation**

- B.1.3.1 Initiate, direct and actively participate in providing nursing care to clients in varying situations.
- B.1.3.2 Create an enabling environment that is therapeutic and meets the clients need for privacy, confidentiality, well-being and dignity.
- B.1.3.3 Perform or carry out interventions ranging from personal care to use of technology with active involvement of clients and others members of the health team.
- B.1.3.4 Communicate the needs for continuity of care of clients to the caregivers and health care providers at the various levels of institutional and community care.
- B.1.3.5 Treat (including prescribing treatment) common or minor primary health conditions presented at primary care facilities in accordance with the country's norms and standards and standard treatment guidelines.
- B.1.3.6 Document interventions and progress of client status to facilitate continuity of care.
- B.1.3.7 Coordinate services and specific care activities within multidisciplinary teams, organizations and special interest groups involved in client care.

**B.1.4 Evaluation**

- B.1.4.1 Monitor progress and outcome of interventions on the physical, psychological and psychosocial well being of individuals, families and communities within health institutions and in other settings.
- B.1.4.2 Formulate and revise nursing interventions through comprehensive and ongoing assessment.
- B.1.4.3 Review the priorities, objectives and nursing interventions for their relevance, appropriateness and currency, based on the assessment and evaluation of the health status, capacity and potential of individuals, families and communities.
- B.1.4.4 Reviews the nursing care-plan and makes the necessary changes.

**B.1.5 Promotion of Health**

- B.1.5.1 Demonstrates an understanding of national and social policies.
- B.1.5.2 Views the health care user from a holistic perspective and takes into account the multiple determinants of health.
- B.1.5.3 Takes part in health promotion and illness prevention initiatives and contributes to their evaluation.

- B.1.5.4 Applies knowledge resources available for health promotion and education.
- B.1.5.5 Acts to empower the individual, groups and communities to adopt health lifestyles and self-care.
- B.1.5.6 Provides relevant health information to health care users to assist in achieving optimal health care and rehabilitation.
- B.1.5.7 Demonstrates an understanding of traditional healing practices within the health care user's belief system.
- B.1.5.8 Provides education and support for the development and support for the maintenance of independent living skills.
- B.1.5.9 Recognises the potential of health teaching as an integral part of nursing interventions.
- B.1.5.10 Applies knowledge and skills of a variety of teaching learning strategies with health care users.
- B.1.5.11 Evaluates learning and understanding about health practices.
- B.1.5.12 Review the effectiveness of the application the scientific approach of nursing and Primary Health Care principles for quality care.
- B.1.5.13 Apply the scientific process of nursing and primary healthcare principles to the nursing care of individuals, families and communities.

#### **B.1.6 Communication**

- B.1.6.1 Consistently communicates relevant, accurate and comprehensive information about the health status of health care users, in verbal, written and electronic forms.
- B.1.6.2 Ensures that information given to health care users is presented in an appropriate and clear manner.
- B.1.6.3 Utilises communication and interpersonal skills to initiate, develop and maintain a supportive, caring and therapeutic relationship with health care users.
- B.1.6.4 Responds appropriately to health care users questions, requests and problems.
- B.1.6.5 Communicates in a manner that facilitates the empowerment of health care users.
- B.1.6.6 Uses available information technology effectively and appropriately to communicate the health status of health care users.
- B.1.6.7 Demonstrates awareness of developments and local applications in the field of health technology.

**B.1.7 Therapeutic Environment**

- B.1.7.1 Ensures that health care user and his/her carers are equal partners in health care provision.
- B.1.7.2 Create an environment of open communication between health care users, carers, and providers.
- B.1.7.3 Demonstrate an attitude that promotes a positive emotional environment that is conducive for health care
- B.1.7.4 Create an environment that facilitates the health care user to re-integrate meaningfully back to a normal living situation.
- B.1.7.5 Facilitate the empowerment of health care users to gain self-reliance.
- B.1.7.6 Identify, link and co-ordinate appropriate support mechanisms for health users and carers.
- B.1.7.7 Creates an environment and provides support that facilitates the process of a person maintaining integrity and dying with dignity.

**B.1.8 Advocacy**

- B.1.8.1 Advocate for the rights of clients in the health care system.
- B.1.8.2 Use principles enshrined in the Constitution of South Africa to advocate for improvement of health care.
- B.1.8.3 Understand the advocacy process and the rights of health care users.
- B.1.8.4 Participate in policy development for nursing/midwifery and health care of health care users.
- B.1.8.5 Negotiate for stakeholder group involvement in policy formulation to ensure that health care user's needs receive attention.

**B.2 Competencies for Care Management****B.2.1 Safe Environment**

- B.2.1.1 Utilises quality assurance and risk management strategies to create and maintain a safe environment for health delivery.
- B.2.1.2 Uses appropriate assessment tools to identify potential and actual risks for a safe environment for health care delivery.
- B.2.1.3 Ensures the safe administration of therapeutic substances.

- B.2.1.4 Implements procedures that maintain effective infection control.
- B.2.1.5 Communicates and records safety concerns to relevant authorities.
- B.2.1.6 Implements and monitors occupational health and safety measures in accordance with the Occupational Health and Safety legislation.

### ***B.2.2 Inter-Professional and Multidisciplinary Teamwork***

- B.2.2.1 Applies knowledge of effective inter-professional working practices.
- B.2.2.2 Establishes and maintains constructive working relationships with nursing and other colleagues.
- B.2.2.3 Values the roles and skills of all members of the health and social care teams.
- B.2.2.4 Consult and collaborate within the multi-disciplinary health teams, organisations and special interest groups.
- B.2.2.5 Demonstrates an understanding of the role of other stakeholders in health care.
- B.2.2.6 Participates with members of the health and social care teams in decision making pertaining to health care delivery.
- B.2.2.7 Disseminate information on epidemics, nutritional disease, maternal and infant morbidity and mortality, and other common diseases.
- B.2.2.8 Develop and establish inter-professional and inter-sectoral relationships that promote health care.
- B.2.2.9 Demonstrate team leadership skills and function as an effective team member.
- B.2.2.10 Form alliances after networking with key players when dealing with community health issues and needs.

### ***B.2.3 Delegation, Supervision & Coordination***

- B.2.3.1 Delegates activities commensurate with the abilities and scope of practice of other nurse practitioners.
- B.2.3.2 Uses a range of supportive strategies when supervising aspects of care delegated to others.
- B.2.3.3 Maintains accountability and responsibility for nursing care activities delegated.
- B.2.3.4 Coordinates the provision of health care ensuring that continuity of care provided to health care users.
- B.2.3.5 Ensures that the treatment of health care users is properly coordinated so that it serves the best interest of health care users.

B.2.3.6 Application of management principles to nursing care in a variety of settings.

**B.2.4 Information Management**

B.2.4.1 Maintain the quality of nursing data and information in a documentation system

B.2.4.2 Evaluate the content of minimum data sets for nursing

B.2.4.3 Utilise minimum data sets to compare nursing intervention and outcomes

B.2.4.4 Utilise minimum data set analyses to influence decision-making

B.2.4.5 Analyse nursing information to evaluate the quality and cost effectiveness of nursing care

B.2.4.6 Utilise health and population epidemiological data and indicators to inform nursing practice

**B.2.5 Recording**

B.2.5.1 Analyse document, report and accurately utilise all relevant information on the situation, and nursing care of individuals, families and communities, to facilitate continuity of care

B.2.5.2 Record data on assessment and intervention outcomes.

B.2.5.3 Analyse the outcome data accordingly.

B.2.5.4 Report on the consolidated information based on the analysis of outcome data verbally and/or in writing.

B.2.5.5 Document information in a manner meaningful for improving quality care.

**C Competencies for Quality of Practice**

**C.1 Quality Improvement**

C.1.1 Participate in conducting inventories to gain accurate information on the following:

- (i) The human resources available to individuals, families and communities (numbers, numbers by skills mix, specialisation).
- (ii) Distribution, and accessibility of health services.
- (iii) Acceptability and access of health services to health care users.

C.1.2 Assess the competencies of non-professional community workers, traditional health care providers, family members and volunteers to provide specific, simple and agreed upon care.

- C.1.3 Familiarise self with cost of material resources.
- C.1.4 Promote/identify ways of containing health care costs without compromising standards.
- C.1.5 Participate in multi-disciplinary quality assurance task groups at various levels.
- C.1.6 Participate in peer review based on the agreed upon quality assurance monitoring indicators and tools.

## **C.2 Continuing Education**

- C.2.1 Utilise the Nursing Act and the Regulations, the Code of Ethics and Professional Practice of the South African Nursing Council, and the body of scientific knowledge and apply the principles of PHC in service rendering, for maintaining professional excellence.
- C.2.2 Carries out regular reviews and explores and utilises opportunities for professional development.
- C.2.3 Identify own learning needs for improving practice, and enhancing professional knowledge.
- C.2.4 Participate in self-directed learning activities aimed at broadening knowledge base for professional practice.
- C.2.5 Assume responsibility for lifelong learning and maintenance of competence.
- C.2.6 Contributes to the education and professional development of learners and colleagues.
- C.2.7 Acts as an effective mentor.
- C.2.8 Takes opportunity to learn together with others contributing to health care.

## **C.3 Professional Enhancement**

- C.3.1 Contribute constructively to professional, work and community settings.
- C.3.2 Pursue excellence and originality in own work and support these qualities in the work of others.
- C.3.3 Respond creatively to the health care needs of societies.
- C.3.4 Identify and explore new roles for nurses in a changing health environment.
- C.3.5 Implement nursing care management activities according to the Standards of Practice and Scope of Practice.

## **C.4 Research**

- C.4.1 Collaborate with other members of the health care team to identify actual and potential areas for nursing and health research in order to improve or maintain quality care.

- C.4.2 Utilise the process of scientific enquiry in nursing and health-related matters/problems.
- C.4.3 Utilise findings to improve the quality of care.
- C.4.4 Demonstrates an understanding of the scientific approach to nursing
- C.4.5 Interpret and apply research findings to nursing practice.

**ANNEXURE 3:****LEARNING OUTCOMES FOR THE PROFESSIONAL NURSE EDUCATION AND TRAINING PROGRAMME**

The learner on completion of the professional nurse education and training programme must achieve the learning outcomes in the specified core, fundamental and elective components of the programme.

- (1) The learning outcomes for the core requirements of the professional nurse programme are:
- (a) Create and maintain a safe physical and emotionally supportive environment in a health care unit
  - (b) Demonstrate knowledge of applied psychology in the care of health care users
  - (c) Demonstrate knowledge of applied sociology in the care of patients
  - (d) Demonstrate knowledge of the physiology and biochemical functioning of all body systems
  - (e) Develop a care plan in collaboration with patients and/or carers
  - (f) Maintain optimum health of the pregnant woman and the family
  - (g) Manage childhood illnesses in an integrated manner
  - (h) Manage individuals and groups with communicable diseases
  - (i) Manage minor ailments and common illnesses
  - (j) Manage pharmacological preparations and treatment
  - (k) Manage rehabilitation
  - (l) Provide nursing care to individuals with long term illness
  - (m) Provide postpartum care to the mother and neonate
  - (n) Utilise relevant legislation, regulations and policy in planning in a health care unit
  - (o) Advocate for the rights of individuals, families, groups or communities and health care providers
  - (p) Apply epidemiological principles to health planning and monitoring
  - (q) Conduct research
  - (r) Deliver safe intra-partum care to mother and baby
  - (s) Demonstrate professionalism in own practice and promote and maintain professionalism in a health care unit and facility
  - (t) Develop and implement unit philosophy, vision, mission, goals, policy and procedures for nursing care provision and personnel management within a health care unit
  - (u) Develop, maintain and manage an effective information management system for nursing practice
  - (v) Diagnose and manage common ailments
  - (w) Formulate appropriate population based health promotion strategies and/or programmes
  - (x) Identify and manage acute physical and mental illnesses
  - (y) Improve or restore mental health of individuals or groups through psychosocial techniques

- (z) Lead and guide personnel allocated to a health care unit
- (aa) Maintain physical and psychological comfort in acute and/or chronically ill patients, and significant others
- (bb) Maintain physiological homeostasis in the acutely ill patient
- (cc) Manage extreme emotions and behaviour of mentally ill patient therapeutically
- (dd) Manage the provision of quality nursing care in a cost effective manner
- (ee) Organise, co-ordinate and review the activities of a health care unit
- (ff) Prepare the patient who has recovered from an acute illness for discharge
- (gg) Provide a therapeutic environment for patients with mental illnesses
- (hh) Take responsibility for own personal and professional development and contribute to the growth of the nursing profession

(2) The learning outcomes for fundamental requirements of the professional nurse programme are:

- (a) Carry out a health assessment of an individual of any age group
- (b) Demonstrate knowledge of the anatomy and bio-physical functioning of the human body
- (c) Demonstrate knowledge of the structure and biology of micro organisms as it applies to clinical practice
- (d) Develop and apply strategies to cope with the emotional demands of nursing situations
- (e) Ensure child and adolescent-friendly health and nursing care
- (f) Facilitate community stakeholder involvement in promoting and maintaining health
- (g) Implement and evaluate planned nursing care to achieve identified patient outcomes
- (h) Lead and participate in team approaches to health care
- (i) Manage a community health intervention
- (j) Monitor and stimulate the growth and development of a child and/or adolescent
- (k) Practice in accordance with ethical and legal codes of nursing and the laws of the country
- (l) Provide nursing care to a terminally ill patient and support to the family
- (m) Share information to promote effective decision making in health care
- (n) Use communication skills to establish and maintain supportive relationships

(3) The learning outcomes for elective requirements of the professional nurse programme are:

- (i) Advocate for the rights of children and youth at risk
- (ii) Organise, manage and implement advanced behaviour management strategies and techniques
- (iii) Provide coherent responses to patients manifesting with seriously troubled/troublesome behaviour
- (iv) Provide counselling and intervention for people affected by abuse, neglect, or violence
- (v) Provide expert testimony in court

- (vi) Provide workspace and consultative supervision and support for child and youth care workers
- (vii) Perform a pyrometer screening test in an occupational setting
- (viii) Perform an audiometric screening test in an occupational setting

**ANNEXURE 4****SCOPE OF PRACTICE FOR THE PROFESSIONAL NURSE**

On conclusion of the programme, the learner must be competent to:

Provide comprehensive nursing which entails:

- (a) The provision of comprehensive treatment and care of persons in all health care settings.
  - (b) Emergency care.
  - (c) Taking responsibility and accountability for the management of nursing care of individuals, groups and communities.
  - (d) Ensuring safe implementation of nursing care.
  - (e) Taking responsibility and accountability for the care of persons who have unstable and complicated health conditions.
  - (f) Ensuring that nursing care is only delegated to competent practitioners.
- (1) Practice nursing in a professional and ethical manner and such practice:
- (a) Demonstrates an in depth understanding of laws and regulations relevant to nursing, midwifery and health care in South Africa.
  - (b) Is in accordance with the laws and regulations relevant to nursing and health care in South Africa.
  - (c) Ethically justifiable.
  - (d) Creates and maintains an enabling environment for ethical nursing and midwifery practice.
  - (e) Promotes and protects the rights of individuals and groups in relation to health care.
  - (f) Is in accordance with the standards set for the profession.
  - (g) He or she accepts and assumes accountability and responsibility for nursing and midwifery actions and omissions within the legal and ethical parameters of a dynamic health care environment.
  - (h) Ensures safe implementation of all nursing care.
- (2) Render clinical care and manage the treatment and rehabilitation for all health problems of individuals, groups and communities as an independent practitioner by:
- (a) Screening the health status and assessing nursing needs through comprehensive observation, interaction and measurement.
  - (b) Assessing the health care information needs of clients and plan for and respond accordingly.
  - (c) Analysing, interpreting data and diagnosing nursing needs.

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- (d) Formulating and prescribing a comprehensive nursing and care plan.
  - (e) Assuming full responsibility for the total management and implementation of the overall nursing plan of care to achieve identified outcomes.
  - (f) Managing nursing care and co-ordinating health care to ensure continuity of care within the health care team.
  - (g) Delegating nursing care and tasks to competent persons and provide supervision for all nursing care.
  - (h) Appropriately and timeously referring a health care user.
  - (i) Facilitating continuity of care through reporting and communication to care givers and members of the health care team.
  - (j) Evaluating health care user's progress towards expected outcomes and revising nursing care plans in accordance with evaluation data.
  - (k) Creating and maintaining a complete and accurate nursing record.
  - (l) Initiating and maintains a therapeutic relationship.
  - (m) Establishing and maintaining an environment in which health care can be provided safely and optimally.
  - (n) Creating and maintaining an environment in which health care users feel safe, secure and respected.
  - (o) Advocating for the rights of health care users.
  - (p) Promoting health care user participation in health care and empowers them towards self reliance.
  - (q) Demonstrating and maintaining clinical competence in all required areas of nursing to practice as a safe practitioner.
  - (r) Continuously reviewing nursing practice against professional standards.
- (3) Maintain the quality of nursing practice by:
- (a) Actively engaging in the development of standards, criteria and indicators for quality nursing, obstetric and health care.
  - (b) Participating in the development and maintenance of a plan to improve the quality of nursing, midwifery and health care.
  - (c) Implementing and managing a quality improvement plan for his/her own area of practice.
  - (d) Participating in the auditing of quality of nursing, midwifery and health care.
  - (e) Assisting with the development of nursing and midwifery and improvement of standards of care through research.
  - (f) Incorporating appropriate research findings into practice.
  - (g) Creating an environment and learning opportunities that foster professional growth and improvement in nursing and midwifery practise.
  - (h) Committing to the development, maintenance and facilitation of lifelong learning for self and others.
  - (i) Actively engaging in the education and training of learners in the health care system.
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- (j) Identifying own learning needs and maintaining knowledge and skills required for competent and independent nursing and midwifery practice.

**ANNEXURE 5****Specific assessment criteria for the professional nurse education and training programme**

The specific assessment criteria that must be achieved for the professional nurse education and training programme are:

1. Advocacy activities promote individual, group and community rights with respect to law and health care provision.
2. Organisation, presentation and communication of professional information in court settings meets requirements of expert testimony, is consistent with professional expectations, and enhances perceptions of the professions.
3. Practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of SA Nursing and Health Care legislation.
4. 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.
5. 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.
6. 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.
7. Knowledge of applied psychology and sociology is applied in ways, which benefit the level and quality of health care delivery to patients.
8. Knowledge of anatomy, micro-organisms and physiology meets requirements for professional health care, and promotes effective health care delivery.
9. Health care provided is appropriate to the particular context, and based on proper health assessment.
10. Community involvement in health care is promoted through information sharing, and contact, which promotes ongoing collaboration with the community or group.
11. Community health assessments assist in prioritising community needs and reporting findings for effective health care delivery.
12. Strategies and/or programmes developed are appropriate to the findings of comprehensive health assessments, and based on sound epidemiological principles.

13. Counselling, where required, is supportive of a range of different needs, including needs of those affected by abuse, neglect, or violence.
14. Planning and provision for health care is based on sound assessment, and informed decision making.
15. Planning is inclusive of the patient and other key stakeholders.
16. Nursing care is implemented in an integrated manner, according to plans.
17. Health care status of individuals, groups and/or communities identifies changes in general status in time to implement preventative or corrective measures in the interests of general well being.
18. Childhood illnesses, minor and common ailments are accurately diagnosed and managed according to generally accepted treatment guidelines.
19. Interventions with mentally ill persons are consistent with generally accepted psychosocial techniques, and contribute to the therapeutic management of these patients.
20. 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.
21. Interventions with acutely ill patients contribute to identification and management of physical and mental illnesses, maintenance of physiological homeostasis, the physical and psychological comfort of patient and significant others, and the prevention and/or management of complications.
22. 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.
23. Goals set are realistic in terms of functional ability and possible barriers to rehabilitation.
24. Assistance provided to the client identifies indicators of relapse or complications and ways of preventing these.
25. 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.
26. 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.
27. Unit philosophy, vision, mission, goals, policy and procedures developed for nursing care provision and personnel management within a health care unit comply with current legislation, SANC requirements, and international best practice for the profession.
28. Systems established promote cost effective and efficient service delivery within a health care unit.

29. 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.
30. Pharmacological preparations and treatment are managed in ways that ensure the correct storage of drugs, and the correct preparation and administration of pharmacological treatment.
31. Assessment, planning, implementation and evaluation is documented accurately and timeously, and promotes effective service delivery as well as security and confidentiality of information.
32. Standards set for unit health care delivery are monitored regularly, and information gathered identified areas for improvement on an ongoing basis.
33. Technology is used in ways that facilitate the effective diagnosis and treatment of hearing and breathing related conditions.
34. Research activities develop own professional knowledge and expertise, and contribute to the development of nursing practice and the profession as a whole.