

BOARD NOTICE 949 OF 2026**NURSING ACT, 2005 (Act No. 33 OF 2005)****NURSING EDUCATION AND TRAINING STANDARDS**

The Minister of Health herewith intends to set the Education and Training Standards in the Schedule, in terms of Section 3(d) of the Nursing Act, 2005 (Act No. 33 of 2005).

Interested persons are invited to submit any substantiated comments or representations on the proposed Education and Training Standards, to the Director-General of Health, Private Bag X828, Pretoria, 0001, [*mihloti.mushwana@health.gov.za*](mailto:mihloti.mushwana@health.gov.za) (for the attention of the Director: Public Entities Governance), within three (3) months of publication of this Notice.

SCHEDULE

NURSING EDUCATION AND TRAINING STANDARDS

1. PREAMBLE

The South African Nursing Council (SANC), under the Nursing Act (Act No. 33 of 2005), regulates and advances the profession to protect the public. SANC sets minimum education and training standards to ensure Nursing Education Institutions produce competent, ethical, and professional practitioners. These standards safeguard students from poor-quality programmes and uphold confidence in nursing qualifications. Regular review ensures responsiveness to evolving health priorities, innovations, and societal expectations.

Nurses are leaders at the forefront in healthcare, advocating for policy reform, guiding interdisciplinary teams, and promoting health equity. South Africa's health system is shaped by demographic shifts, technology, and emerging threats, with the quadruple burden of disease intensifying pressure on the workforce. Communities are empowered by digital health tools yet vulnerable to misinformation, requiring nurses to promote health literacy and public trust contributing to the goals of Universal Health Coverage (UHC) and National Health Insurance (NHI). Increasing legal scrutiny highlights the importance of accountability, risk management, and professional standards in nursing practice.

Nursing education is being transformed as NEIs integrate into the Higher Education Qualifications Sub-Framework (HEQSF). Recognition of Prior Learning (RPL) broadens access and articulation, necessitating transparent and fair admission and assessment processes. Online and blended learning models accelerated by the COVID-19 pandemic call for greater flexibility in curricula and clinical training. Digital innovations, including Artificial Intelligence and data analytics, demand new nursing competencies and ethical awareness. Environmental health threats and climate change require nurses to contribute to sustainability and disaster preparedness. Global workforce challenges highlight the need for safe staffing, fair remuneration, and mental health support.

2. DEFINITIONS

“Admission Requirements” the minimum cognitive and non-cognitive criteria (e.g. academic records, reasoning skills, communication traits) that a Nursing Education Institution (NEI) uses to evaluate applicants for entry into its programmes.

“Assessment” a systematic and continuous process of collecting, interpreting, and using data to evaluate learner performance, inform instructional decisions, improve teaching and learning outcomes, and determine achievement of intended competencies or outcomes. It involves both formative (ongoing), flexible and summative (final) methods and is integral to quality assurance in education and training.

“Clinical Education and Training” supervised, planned practice-based learning experiences across diverse clinical and simulated settings where theory is applied and competencies developed.

“Competency” the integration of knowledge, clinical skills, professional values, judgement, and attitudes required for safe and effective nursing practice, assessed within a competency-based education framework.

“Continuous Quality Improvement” a structured, cyclical, and data-driven process aimed at enhancing systems, processes, and outcomes through ongoing assessment, reflection, and action. It involves the systematic identification of problems, implementation of changes based on evidence, monitoring of outcomes, and refinement of interventions to foster excellence in practice, particularly within healthcare and education systems.

“Certification” a formal process by which a recognized authority or professional body validates and attests that an individual has met predetermined and standardized criteria of competence, knowledge, and skill in a specific field. It is typically granted following a process of assessment (e.g., examination or evaluation of qualifications) and serves as an external validation of professional readiness, often used for regulatory, employment, or advancement purposes.

“Criterion (Criteria: plural)” a criterion is a clearly defined standard, rule, or principle by which something is judged, evaluated, or measured. In the context of education and assessment, criteria serve as benchmarks for determining the quality, achievement, or performance of a learner, process, or outcome when multiple standards are used, they are referred to as **criteria**.

“Domains” refer to broad, conceptual categories or areas of competence within a field. These typically include cognitive (knowledge), affective (attitudes/values), and psychomotor (skills) dimensions, and are often used to structure curricula, assessments, and learning outcomes.

“Education and Training Standards” mean a set of registered/recorded statements/accreditation requirements/criteria of desired education and training outcomes to measure quality and are consistent with current professional knowledge.

“Governance” the system of institutional structures, policies, and decision-making mechanisms through which an NEI is directed and accountable for educational outcomes Organisation for Economic Co-operation and Development.

“Graduate Attributes” the distinctive, transferable skills, knowledge, values, and attitudes that students are expected to develop by the time of graduation to function effectively in professional, societal, and global contexts.

“Impairment” refers to a loss or abnormality of physiological, psychological, or anatomical structure or function. It can affect a person's ability to perform specific tasks or roles and may be temporary or permanent, congenital or acquired. In healthcare and education, impairment

is recognized as a component of disability but is distinct from activity limitation and participation restriction.

“Institutional Information” verified details about an NEI’s legal status, physical location, programme offerings, and governance structure used for accreditation and transparency.

“Interprofessional Education” interprofessional education (IPE) is a collaborative learning approach in which students from two or more health professions learn with, from, and about each other to improve collaboration and the quality of care. It prepares future healthcare professionals to work effectively as members of interdisciplinary teams by fostering mutual respect, shared decision-making, and coordinated service delivery.

“Licensure” a legal process through which a government or regulatory authority grants individuals’ formal permission to practice a profession after verifying that they have met established qualifications, such as education, training, and examination requirements. It is a critical mechanism for ensuring public safety, professional accountability, and compliance with national or regional standards of practice.

“Nursing Education and Training Standards” refer to the nationally or internationally established criteria, policies, and benchmarks that guide the design, implementation, quality assurance, and evaluation of nursing education programmes. These standards ensure that nursing graduates acquire the necessary knowledge, skills, attitudes, and professional competencies required for safe, ethical, and evidence-based practice. They encompass curriculum frameworks, educator qualifications, clinical placement requirements, assessment strategies, and institutional governance structures.

“Programme Design” a coherent structure of modules and learning outcomes that defines how a qualification is delivered, ensuring alignment with level descriptors, credit requirements, and national qualification frameworks.

“Quality of Nursing Education” refers to the degree to which nursing programmes produce competent, ethical, and responsive graduates through relevant curricula, skilled educators, robust clinical practice, and continuous quality assurance mechanisms. It is measured by outcomes such as graduate competence, employability, public safety, and alignment with national health priorities and international standards.

“Recruitment” refers to the process of identifying, attracting, and enrolling individuals with the aptitude and motivation to succeed in nursing programmes. It also aims to improve access, equity, and diversity, especially in underserved communities, and to address workforce needs in alignment with national human resource strategies.

“Registration” refers to the formal admission of students into recognised programmes at accredited institutions, and their eventual listing in official registries as qualified professionals

upon completion. This process supports academic integrity, legal accountability, and recognition of qualifications within national and global health systems.

“Regulatory Body” the legally mandated authority responsible for governing nursing education, registration, and professional practice standards.

“Resources” the human, material, technical, and financial inputs necessary to enable effective delivery and sustainability of nursing programmes.

“Simulation-based Learning” the use of realistic clinical scenarios in a controlled environment to build student competence under guided supervision.

“Standards” are authoritative statements that define the responsibilities and expectations for which Nursing Education Institutions (NEIs) are accountable. These statements articulate the minimum requirements for the design, delivery, assessment, and evaluation of nursing programmes. They are used by the profession to judge and evaluate the quality of nursing education and training, safeguard students from substandard programmes, and ensure that graduates are competent, ethical, and able to provide safe, effective, and professional care.

“Supporting Evidence” refers to verifiable data, documentation, research findings, and expert consensus that substantiate the quality, credibility, and integrity of nursing education programmes, clinical training, and institutional processes. It serves as a factual basis to demonstrate compliance with standards, achievement of learning outcomes, and effectiveness of teaching and support systems.

“Vision” a strategic, forward-looking statement that defines the long-term aspirations of an institution or programme. In nursing education, it reflects the desired future state of producing competent, ethical, and responsive practitioners aligned with national health priorities and global trends.

“Work-Integrated Learning (WIL)” refers to an educational approach that intentionally integrates academic learning with practical workplace experience within a curriculum. It allows students to apply theoretical knowledge in real-world settings to develop relevant professional competencies, enhance employability, and transition effectively into their chosen careers. WIL includes Clinical Practice Learning (CPL), Learning for Role Taking (LRT) and Simulations (SIM) that are formally assessed and aligned with programme outcomes.

3. ACRONYMS

Acronym	Description
MOA	Memorandum of Agreement
NEI	Nursing Education Institution
SLA	Service Level Agreement
WIL	Work Integrated Learning
SANC	South African Nursing Council

4. SCOPE AND APPLICATION

Education and Training Standards are applicable for use in all Nursing Education Institutions and health establishments in South Africa.

5. PURPOSE OF THE EDUCATION AND TRAINING STANDARDS**The purpose is to:**

regulate nursing education and training by outlining the minimum required standards for programmes and institutions, thereby ensuring the preparation of competent, ethical, and professional nurse practitioners, safeguarding students from poor-quality programmes, and promoting public confidence in nursing qualifications; and

protect, advocate and promote the dignity of the public.

6. BACKGROUND

The South African Nursing Council (SANC), established under the Nursing Act, 2005 (Act No. 33 of 2005), is mandated to protect the public through the regulation and advancement of nursing education, training, and practice. In response to evolving national health and education priorities, SANC initiated the development and review of Nursing Education and Training Standards to ensure quality, consistency, and alignment with the National Qualifications Framework (NQF).

The first formal standards for legacy programmes were promulgated in 2015. As the higher education sector transformed under the Higher Education Qualifications Sub-Framework (HEQSF), new programme standards were developed in 2021. These new standards were informed by national policy frameworks and global benchmarking.

Between March 2021 and June 2022, a systematic and participatory process was undertaken:

- A literature review was conducted, drawing from both developed (e.g., UK, Australia, USA) and developing countries (notably Kenya).
- SANC's Provider Affairs staff were engaged in drafting and reviewing sections of the literature and preamble.
- Consultations occurred in two phases:
 - **Narrow consultation** with individual nursing education experts was conducted.
 - **Broader stakeholder engagement** with representatives from Life Healthcare, Netcare, Mediclinic, FUNDISA, CPASSA, PHEPSA, and SAHMS.
- A virtual expert review session was held via MS Teams; whereby consolidated feedback was received from expert in the nursing field.
- A key submission dated 19 August 2022 captured consolidated comments from both public and private sector stakeholders. The finalised standards document was completed under SANC's internal processes.

Piloting of the Nursing Education and Training Standards began thereafter, with the pilot report scheduled for release at the end of the 2022/2023 financial year. Unfortunately, Covid 19 destabilised processes.

Given the shifting landscape - including the quadruple burden of disease, digital health advancements, and strengthened Recognition of Prior Learning (RPL) policies - SANC's Education Committee (EDCO) commissioned a comprehensive review of the 2015 standards in March 2025.

A focused review team, comprising the 17th Council EDCO members and a Senior Manager, conducted a detailed analysis, updating domains, refining criteria, and integrating modern educational strategies such as simulation and work-integrated learning. These draft revisions were presented at an internal workshop held on 16–17 July 2025, attended by Council leadership, senior managers, and professional advisors. Feedback from this session informed the final version of this document.

The updated standards, now streamlined for clarity and measurability, was tabled for EDCO's recommendation at its 14–15 August 2025 meeting. Continuous review and refinement remain essential to ensuring that nursing graduates are ethically grounded, clinically competent, and responsive to South Africa's complex healthcare needs. The finalised and updated standards document is tabled for ordinary EDCO meeting of the 20-21 November 2025.

7. OBJECTIVES OF THE NURSING EDUCATION AND TRAINING STANDARDS

The objectives are to:

- Ensure quality and consistency in nursing and midwifery education across all accredited institutions.
- Promote the development of competent and ethical practitioners who meet the regulatory, professional, and societal health needs.
- Establish clear criteria for the accreditation, monitoring, and evaluation of nursing education institutions (NEIs) and programmes.
- Guide curriculum development and implementation in line with national health priorities, professional competencies, and global best practices.
- Support the integration of theory and practice through structured work-integrated learning.
- Enhance accountability in teaching, learning, and assessment processes.
- Facilitate lifelong learning and continuing professional development pathways for nurses and midwives

8. OBJECTS OF COUNCIL

The objects of the Council as stipulated in the Nursing Act, 2005 (Act No.33 of 2005) are to:

- Serve and protect the public in matters involving health services generally, and nursing services in particular.
- Perform its functions in the best interests of the public and in accordance with National Health policy as determined by the Minister of Health.
- Promote the provision of nursing services that comply with universal norms and values to the inhabitants of the Republic.
- Establish, improve and control conditions, standards and quality of nursing education and training within the ambit of this Act and any other applicable laws.
- Maintain professional conduct and practice standards for practitioners within the ambit of any applicable law.
- Promote and maintain liaison and communication with all stakeholders regarding nursing standards, and in particular the standards of nursing education and training and professional conduct and practice both in and outside the Republic of South Africa.
- Advise the Minister of Health on the amendment or adaptation of the Nursing Act regarding matters pertaining to nursing.
- Be transparent and accountable to the public in achieving its objectives and in performing its functions.

- Uphold and maintain professional and ethical standards within nursing; and
- Promote the strategic objectives of the Council.

9. LEGISLATIVE FRAMEWORK

The following legislative framework was consulted in the development of these standards:

- **Constitution of the Republic of South Africa Act (Act No. 108 of 1996), The**
- **Council on Higher Education. (2021).** The Higher Education Qualifications Sub-Framework (Revised 2021). CHE.
- **Council on Higher Education. (2023).** Programme Accreditation Manual. CHE.
- **Department of Health. (2020).** National Digital Health Strategy for South Africa 2019–2024. National Department of Health.
- **Department of Health. (2020).** National Strategic Plan for Nurse Education, Training and Practice 2020–2025. National Department of Health.
- **Department of Health. (2021).** Human Resources for Health Strategy: 2030. National Department of Health.
- **Department of Health RSA (undated).** Guidelines for Clinical Education and Training Platforms in Nursing Education in South Africa.
- **Department of Higher Education and Training. (2025).** Policy for the recognition of South African higher education institutional types determined in terms of section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997) (Government Notice No. 6741, 17 October 2025). Government Gazette
- Education and training guidelines for Higher Certificate (NQF Level 5).
- Education and training guidelines for Diploma in Nursing (NQF Level 6).
- Education and training guidelines for Advanced Diploma in Midwifery (NQF Level 7).
- Education and training guidelines for Bachelor of Nursing (NQF Level 8).
- Education and training guidelines for Postgraduate Diploma programmes (NQF Level 8).
- Higher Education Act (Act No. 101 of 1997).
- Higher Education Amendment Act (Act No. 39 of 2008).
- Higher Education Amendment Act (Act No. 9 of 2016).

- National Gazette, No. R.36797 of 30 August 2013.
- National Qualifications Framework (Act No. 67 of 2008).
- Notice Relating to the Creation of Categories of Practitioners in terms of section 31(2) of the Nursing Act (Government Notice No. R.368 of 15 May 2014).
- Nursing Act 2005 (Act No. 33 of 2005).
- Recognition of Prior Learning (RPL); Coordination Policy Notice No. 381, and National Gazette No 39876, 31 March 2016.
- Regulations relating to the approval of and minimum Requirements for the education and Training of a learner Leading to Registration in the category Auxiliary Nurse (Government Notice No. R.169 of 8 March 2013).
- Regulations relating to the approval of and minimum Requirements for the education and Training of a learner Leading to Registration in the category Staff Nurse (Government Notice No. R.171 of 8 March 2013).
- Regulations relating to the Approval of and the Minimum Requirements for the Education and Training of a Learner leading to Registration in the Categories Professional Nurse and Midwife (Government Notice No. R.174 of 8 March 2013).
- Regulations relating to the approval of and the minimum requirements for Education and Training of a student leading to registration in the Category Midwife (Government Notice No. 1497 of 22 November 2019).
- Regulations Relating to the Approval of and the Minimum Requirements for the Education and Training of a Student Leading to Registration as a Nurse Specialist or Midwife Specialist (Government notice No. 635 of 5 June 2020).
- Regulations Relating to the Accreditation of Institutions as Nursing Education Institutions (Government Notice No. R.173 of 08 March 2013).
- **Republic of South Africa. (2019).** National Health Insurance Bill [B11–2019]. Government Printer.
- **South African Qualifications Authority. (2023).** RPL Coordination Policy: Implementing Recognition of Prior Learning. SAQA.
- **World Health Organization. (2021).** Global Strategic Directions for Nursing and Midwifery 2021–2025.

10. GUIDING PRINCIPLES

The South African Nursing Council (SANC) ensures that accreditation, monitoring, and evaluation of Nursing Education Institutions (NEIs) are standards-based, evidence-informed, and peer-reviewed. Nursing education and training standards are guided by SANC's core values of caring, advocacy, professionalism, excellence, collaboration, and accountability, with added emphasis on quality, innovation, coherence, and consistency. SANC's vision is to lead in nursing and midwifery education, training, and practice, ensuring quality care and public protection. Its mission is to regulate education and practice in the public interest, producing competent, ethical, and accountable practitioners. These standards provide NEIs with a framework to design, deliver, assess, and evaluate programmes that safeguard students and promote public confidence in nursing qualifications

- **Caring:** Nursing education and training standards must promote commitment to compassionate, person-centred education and practice that honours the dignity, culture, and unique needs of students and patients, guiding curriculum design and assessment to foster empathy and therapeutic engagement.
- **Advocacy:** The active support for student and patient rights within educational and clinical settings, ensuring equitable access, informed decision-making, and the protection of vulnerable populations through curriculum and policy.
- **Professionalism:** The demonstration of ethical conduct, integrity, and accountability in teaching, learning, and practice environments, underpinned by adherence to regulatory frameworks and continuing professional development.
- **Excellence:** The pursuit of high-quality nursing education through evidence-informed pedagogy, continuous curriculum improvement, and rigorous evaluation to produce practice-ready graduates.
- **Collaboration:** The nursing education and training standards must foster structured interprofessional and intra-institutional partnerships in teaching, research, and clinical training to optimize learning outcomes and foster a team-based approach to healthcare delivery.
- **Accountability:** Accountability involves transparent responsibility for decisions and actions in self, education and practice, ensuring compliance with standards, ethical stewardship of resources, and responsiveness to stakeholder feedback.

- **Quality:** Nursing education and training standards must promote systematic use of data-driven quality assurance processes aligned with accreditation criteria: to monitor, evaluate, and enhance all aspects of nursing education and training.
- **Innovation:** The integration and evaluation of novel teaching methodologies, technologies, and simulation modalities to advance nursing competencies and adapt to evolving healthcare challenges.
- **Coherence:** Alignment and logical progression of curriculum domains, learning outcomes, and assessment strategies to ensure an integrated, seamless educational experience.
- **Consistency:** Uniform application of standards, criteria, and policies across all Nursing Education Institutions to guarantee equitable educational quality and graduate competence.

11. STANDARDS FOR NURSING AND EDUCATION

The nursing education and training standards are expressed as follows (Social Work England: 2020):

- A domain.
- A broad statement of the standard.
- A set of quality criteria related to the standard statement; and
- Examples of what sources can be used to gather evidence to evaluate how well a standard is being met.

12. ARRANGEMENT OF THE STANDARDS

The standards are arranged according to the domains, standards, criteria, and evidence used for evaluating the quality, effectiveness, and compliance of education and training programmes with regulatory requirements. The standards consist of the following ten (10) domains:

- Graduate Attributes
- Programme Design
- Recruitment, Selection, Admission Requirements
- Human Resources
- Infrastructure and Financial resources (Physical and Technical)

- Educational Governance
- Student-centred Services
- Teaching, Learning and Assessment
- Work integrated Learning and Support
- Continuous Quality Improvement

TABLE 1: NURSING EDUCATION AND TRAINING STANDARDS

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>1. GRADUATE ATTRIBUTES</p> <p>The distinctive, transferable skills, knowledge, values, and attitudes that students are expected to develop by the time of graduation to function effectively in professional, societal, and global contexts.</p>	<p>1.1 Graduates must demonstrate professionalism, ethical and legal practice.</p>	<p>2. Graduates must achieve prescribed competencies for registration at the relevant local and global level.</p> <p>3. Graduates must successfully complete the SANC licensure examination to obtain professional registration.</p> <p>4. Graduates must maintain valid registration along with current licensure.</p> <p>5. Graduates must demonstrate honesty with integrity while upholding ethical principles</p> <p>6. Graduates must be accountable for the quality of their self-development and practice, including the outcomes of their decision-making</p>	<ul style="list-style-type: none"> • Established competencies • Nursing practice standards • Scope of practice regulations <p>Licensure Examination Framework</p> <p>Licensure examination results</p> <p>Annual practicing certificates</p> <p>Code of Ethics for reference</p> <p>Confidential/progress reports from lecturers and Nursing Managers from clinical areas.</p> <p>Certificates of attendance or competency</p> <p>Skills development plan</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
			Client and nursing records Continuing Professional Development (CPD) Portfolio of evidence
		<p>7. Graduates must build trust while maintaining confidence with clients, patients and communities.</p> <p>8. Graduates must employ self-reflection alongside feedback to sustain relevance while preserving competency.</p>	Client/patient satisfaction surveys Client/patient satisfaction survey Graduate surveys Reflective journals Portfolio of evidence
		<p>9. Must apply advocacy to promote safety while ensuring ethical practice in healthcare.</p>	Risk register Client/patient satisfaction survey Audit reports
		<p>10. The graduate must demonstrate critical thinking skills, apply problem-solving abilities, show intercultural competence, and communicate effectively.</p>	Exit level outcomes Assessments Graduate surveys Client/patient satisfaction surveys

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>2. PROGRAMME DESIGN A coherent structure of modules and learning outcomes that defines how a qualification is delivered, ensuring alignment with level descriptors, credit requirements, and national qualification frameworks</p>	<p>2.1. Nursing education programmes must be designed and evaluated in alignment with nursing and national legislative frameworks.</p>	<p>2.1.1. The programme must ensure graduates achieve approved competencies aligned with the expected exit level outcomes.</p> <p>2.1.2. The programme should prepare graduates for the licensure examination to facilitate registration in the relevant nursing category</p> <p>2.1.3. Programme must offer a broad knowledge base across the lifespan and population groups.</p> <p>2.1.4. The programme must integrate knowledge of national, regional, Universal Health Coverage as well as global health priorities</p>	<p>SANC Documents on the website: Exit level Outcomes Level descriptors Scopes of practice Nursing education and training standards Nursing practice standards</p> <p>NEI Documents Curriculum documents Programme and module structure Module structure</p> <p>Licensure examination results Licensure examination framework</p> <p>Curriculum documents Programme structure Module descriptors.</p> <p>Teaching, learning and assessment strategy Linkages with ICN, WHO, UHC, CHE, NDOH, SANC)</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>while remaining relevant to the contemporary health and social care agenda.</p> <p>2.1.5. The programme must reflect contemporary practice in nursing, while responding to emerging trends through research, evidence-based approaches and technology.</p> <p>2.1.6. The programme must comply with country strategic plan, applicable practice standards as well as the code of ethics competencies</p> <p>2.1.7. Programme outcomes must align with nursing practice standards.</p> <p>2.1.8. Programme Policies must promote patient safety, well-being and safety of students, and nurse educators.</p> <p>2.1.9. Programme must promote development of research and</p>	<p>Nursing education and training Standards</p> <p>In-service education schedule on contemporary issues in nursing education Programme/module review document (minutes of meeting of review) Accreditation/Re-accreditation certificate for programme and NEI Curriculum document Strategic plan Nursing education and Training standards of practice Competency framework Nursing practice standards Curriculum document Scopes of practice Health and safety policies Risk register Safety guidelines Exit level and specific outcomes Assessment criteria</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>evidence-based practice principles.</p> <p>2.1.10. Programme must reflect current best practice in education and clinical care</p> <p>2.1.11. Programme Learning outcomes must include intra-and inter professional practice principles.</p> <p>2.1.12. The training programme must allow articulation and progression across programmes, including specialisation or advanced practice.</p> <p>2.1.13. Programme must provide structured, progressive integration of theory and work-integrated learning.</p>	<p>Reports of relevant and latest evidence-based practice integration into nursing programmes</p> <p>HEQSF aligned programmes</p> <p>Benchmarking and exchange programmes reports</p> <p>Relevant Policies and Guidelines (ICN, WHO, CHE, NDoH, SANC, DHET)</p> <p>Exit level and Specific outcomes Programme/Module structure</p> <p>Timetable (s)</p> <p>Reports on intra and interprofessional education in programme (s)</p> <p>Assessment and moderation policy</p> <p>Curriculum document</p> <p>Rules of progression</p> <p>Curriculum document</p> <p>Education and training guidelines</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>2.1.14. Programme documentation must promote students' exposure to theory, relevant clinical learning experiences</p>	<p>Programme structure Master Educational Plan Clinical placement plan Brochure/prospectus</p>
<p>3. RECRUITMENT, SELECTION, ADMISSION Transparent and equitable policies and processes used to attract, evaluate, and enrol prospective students in alignment with institutional capacity and regulatory admission criteria</p>	<p>Students must receive clear guidance on recruitment, selection, admission, and registration processes,</p>	<p>3.1.1. Recruitment processes must provide prospective students with accurate, timely, and adequate information</p>	<p>Recruitment and selection policy Prospectus Advertisement of programmes</p>
		<p>3.1.2. Selection Processes must be fair, equitable and transparent, with full disclosure of admission and inherent programme requirements.</p>	<p>Admission and selection policy Admission and selection committee Brochure Prospectus</p>
		<p>3.1.3. Admission requirements must align with the programme's academic complexity.</p>	<p>NQF Level descriptors Exit Level outcomes Programme structure Programme admission criteria</p>
		<p>3.1.4. Proposed Number of Student intake must align with institutional capacity and programme outcomes to ensure quality education.</p>	<p>Recruitment, selection, and admission policies. SANC accreditation letters Enrolment plan</p>
		<p>3.1.5. Recruitment processes must provide for students' registration</p>	<p>Student registration certificates</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>with SANC within three (3) months of enrolment for a nursing programme.</p> <p>3.1.6. Programme marketing information provided to prospective students must be relevant, timely and accessible</p> <p>3.1.7. Student recruitment and admission procedures aligned with institutional policies must be accessible to students and public</p> <p>3.1.8. Candidates must be informed of and have access to the appeals process.</p>	<p>Brochure Prospectus Orientation programme</p> <p>Procedures on: a) Student records, b) Appeal process c) Disciplinary process d) Promotions /progression e) Certification f) Student support g) Student monitoring Any other relevant policy Reference to policies in study guides or available on institutional student learning management system</p> <p>Study guides Orientation programme Student Learning System Acknowledgement signature sheet</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
4. HUMAN RESOURCES The availability and appropriate deployment of qualified academic, clinical, and administrative staff to ensure the effective delivery and management of academic and professional training programmes	4.1. The nursing education institution must have qualified academic and support staff with relevant expertise, sustained through continuous development.	3.1.9. Recruitment practices must promote equity and diversity principles.	Recruitment policy Admissions and selection policy Evidence of equal access to selection and admission to programme (s)
		4.1.1 Programme must be led by appropriately qualified and experienced academic leader to drive expected programme outcomes.	Staff selection criteria Human resource profile Curriculum vitae of academic staff
		4.1.2 Lectures must hold a qualification higher than the programme they facilitate.	Human resource profile Curriculum vitae
		4.1.3 Lecturers must hold relevant qualification in nursing education and be registered as assessors and moderators.	Curriculum vitae SANC online system (e-register) File of staff Annual Practice Certificates (APCs)
		4.1.4 Lecturers facilitating specialist programme must hold relevant speciality qualifications.	Curriculum vitae File of APCs File or (eRegister/eAPC)
		4.1.5 The academic staff should have adequate experience in teaching, clinical practice, and research.	Job descriptions Curriculum vitae Performance Management and Development System (PMDS)

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>4.1.6 Clinical facilitators and preceptors must have appropriate clinical experience for their assigned roles.</p> <p>4.1.7 Lecturers must be supported for continuing professional development in teaching and practice.</p>	<p>Induction programme Skills development policy Skills development plan Research publication list</p> <p>Clinical staff profile Curriculum vitae Job descriptions</p> <p>Induction programme Staff development programme Mentorship programme PMDS or equivalent Resource allocation for staff Recognition of excellence Awards</p>
		<p>4.1.8 There must be evidence of functional performance management and development system.</p> <p>4.1.9 Part time and/or adjunct lectures must receive induction, orientation, mentorship and support in their academic role</p>	<p>PMDS or equivalent Files or electronic records of completed PMDS records</p> <p>Job descriptions Contracts of employment Skills development Induction programme Mentorship programme</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
5. INFRASTRUCTURE AND FINANCIAL RESOURCES (PHYSICAL AND TECHNICAL) The infrastructure, digital tools, equipment, and funding necessary to support teaching, learning, research, and administrative functions within an education and training environment	5.1. The Nursing Education Institution must ensure that adequate resources are available to support the delivery of quality nursing education.	4.1.10 Support staff must hold the relevant qualifications aligned with their assigned duties.	Job descriptions Curriculum vitae Contract of employment
		5.1.1. The NEI should have approved budget	Resource management policy Budget Allocation Letter Finance Management Meeting Minutes
		5.1.2. Financial resources must support ongoing operations and the sustainability of the programme.	Audited financial statements (where appropriate) Annual budget allocation Evidence of periodic review of budget
		5.1.3. There must be adequate sized classrooms and halls for the student population, meet ergonomic furniture and environmental standard for academic activities. 5.1.4. Classroom seating arrangements must maintain 1,5 m spacing between desks and comply with	Self-Assessment tool Asset register Audit visit Audit visit report

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>regulatory and occupational health and safety requirements.</p> <p>5.1.5. Well – coordinated, accessible simulation facilities must support Work-Integrated Learning (WIL)</p> <p>5.1.6. Effective ICT systems must support academic and student activities and programme outcomes.</p> <p>5.1.7. Library facilities (physical and/ or online) must be accessible, relevant and updated to staff and students.</p> <p>5.1.8. Ergonomic and well-equipped office space with internet access must be provided to staff.</p> <p>5.1.9. Secure storage must be available for assessment material and confidential documents.</p> <p>5.1.10. The building must be Compliant with health and safety regulations (OHS Act 85 of 1993) must be ensured.</p>	<p>WIL policy</p> <p>Simulation Laboratory Procedures or guidelines</p> <p>Appointment and attendance record</p> <p>Audit visit report</p> <p>Self-assessment tool</p> <p>Audit visit report</p> <p>Library Policy</p> <p>List of library resources</p> <p>Audit visit report</p> <p>Self-Assessment tool</p> <p>Audit visit report</p> <p>Audit visit report</p> <p>Building Occupancy Certificate</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>5.1.11. Teaching materials must be available and aligned to learning outcomes.</p> <p>5.1.12. Access to multimedia tools (printing, scanning, AV recording, etc.) must be ensured.</p> <p>5.1.13. Classrooms must be equipped with audio-visual tools for ICT-enabled teaching.</p> <p>5.1.14. The NEI must have broadband internet and wireless access capability.</p> <p>5.1.15. Updated software tools must be available to support ICT-enabled learning.</p>	<p>Policy on library access Policy Curriculum document</p> <p>Library policy Audit visit report</p> <p>Audit visit report</p> <p>Audit visit report ICT report</p> <p>Self-assessment tool Audit visit report ICT Policy and Report</p>
<p>6. EDUCATIONAL GOVERNANCE Institutional frameworks, leadership structures, and decision-making processes that promote academic integrity,</p>	<p>6.1. Effective governance systems must ensure compliance with legal, regulatory, professional,</p>	<p>6.1.1. NEI's and programmes must be accredited by SANC and CHE and registered with DHET and SAQA.</p> <p>6.1.2. The head of the NEI must be a registered nurse with qualifications in both nursing education and management.</p>	<p>Accreditation and Registration certificates</p> <p>Curriculum vitae Human resource profile SANC online system (eRegister)</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>accountability, and strategic oversight of educational quality</p>	<p>and educational requirements through clearly defined responsibilities and accountabilities.</p>	<p>6.1.3. The NEI must have an approved governance structure and organogram outlining functions and reporting lines.</p>	<p>Organogram or Governance structure Committees and Terms of reference</p>
		<p>6.1.4. NEI must have appropriate departments according to programme levels</p>	<p>Departmental Organogram Human resources allocation list</p>
		<p>6.1.5. Governance must be guided by formal statutes, rules and regulations enabling effective institutional management.</p>	<p>Statutes Institutional Rules Terms of reference</p>
		<p>6.1.6. The NEI must have current strategic plan and support education and training policies.</p>	<p>Current Strategic plan Education and Training policies</p>
		<p>6.1.7. There must be an elected Student Representative Council</p>	<p>Constitution of the SRC</p>
		<p>6.1.8 Student representation must be included in advisory and decision-making structures.</p>	<p>Student Representative Body Relevant terms of reference</p>
		<p>6.1.9 The NEI must maintain partnership with local, regional, and international academic and professional bodies.</p>	<p>Meetings Minutes MOAs Evidence of exchange programmes (where relevant)</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>6.1.10 Stakeholder engagement processes must be in place to inform programme design and review.</p>	<p>Stakeholder Engagement Policy Stakeholder Meeting Minutes Correspondence Records</p>
		<p>6.1.11 Risk management mechanisms must ensure institutional safety and operational continuity.</p>	<p>Risk Management policy Risk register Control access Fire Safety Systems Alarm systems Disaster preparedness Records</p>
<p>7. STUDENT CENTRE SERVICES Holistic support systems focused on student success, including academic advising, mental health services, career counselling, financial aid, and inclusive learning environments.</p>	<p>The NEI must provide student services that are student-centred, culturally responsive, and readily</p>	<p>7.1.1. Programme information provided to students must be relevant, timely and accessible</p>	<p>Brochure Prospectus Orientation programme Study guides</p>
		<p>7.1.2. Reviewed, updated student programme policies aligned with institutional policies must be readily available and accessible to students and public</p>	<p>Policies on: h) Student records, i) Appeal process j) Disciplinary process k) Promotions /progression l) Certification m) Student support n) Student monitoring</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
	accessible to all students	<p data-bbox="528 792 624 1263">7.1.3. Students must be informed of and have access to the grievance and appeals process</p> <p data-bbox="727 792 823 1263">7.1.4. Students must be informed of and have access to student support services</p> <p data-bbox="863 792 1023 1263">7.1.5 Processes must include management of potential students with impairments, in compliance with legal and ethical requirements.</p> <p data-bbox="1134 792 1230 1263">7.1.6 Student experiences must reflect the observance and promotion of equity, diversity principle</p>	<p data-bbox="336 315 480 781">Any other relevant policy Reference to policies in study guides or available on the institutional Student learning management system</p> <p data-bbox="496 315 671 781">Study guides Orientation programme Student Learning System Acknowledgement signature sheet Grievance and Appeal policy</p> <p data-bbox="695 315 839 781">Orientation programmes Study guides Student Learning system Student Support Services Package</p> <p data-bbox="863 315 1118 781">Student support services records Student Counselling Department documentations Nursing Act (Act no. 33 of 2005, Section 51) R.619 of 5 August 2013 (Impairment Regulation)</p> <p data-bbox="1134 315 1230 781">Recruitment policy Admissions and selection policy Attendance registers to counselling</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>7.1.7 Student learning experiences across all teaching, learning environments must be monitored, evaluated to provide informed support</p>	<p>Moderation policy Evidence of equal access to support</p> <p>Organisational Structure Student support policy Academic monitoring and Evaluation Student counselling services Academic support officer Clinical Placement Schedule</p>
		<p>7.1.8 Adequate student support resources in line with approved student lecturer ratio must be available</p>	<p>Student support policy Orientation programme Records Education and training guidelines</p>
		<p>7.1.9 Student support services must be evaluated for effectiveness in meeting the student needs.</p>	<p>Programme evaluation Module evaluation Student and graduate satisfaction surveys Student feedback reports</p>
		<p>7.1.10 Student records must be securely maintained in hard or electronic format, confidentially, in line with relevant regulatory structures (SANC, CHE, DHET</p>	<p>Record Management policy Certification policy Audit visit report Password protected data management and storage system Safe storage system</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>8. TEACHING, LEARNING AND ASSESSMENT Integrated strategies and methodologies that enable students to acquire knowledge, develop competencies, and demonstrate achievement through valid and reliable assessment mechanisms.</p>	<p>8.1. Teaching, learning, and assessment must align with the NEI's philosophy, mission, curriculum, standards, competencies, ethics, national health priorities, programme outcomes, and SANC requirements. Assessment must follow principles that enable students to demonstrate achievement of programme outcomes</p>	<p>8.1.1 Teaching, learning and assessment strategies must align with the NEI's philosophy, mission, curriculum framework competencies, level descriptors and exit-level outcomes.</p> <p>8.1.2 Teaching, learning and assessment methods must be appropriate to the design, use of instructional and learning technology.</p> <p>8.1.3 Teaching, learning and assessments must demonstrate a reasonable balance between theory, experiential learning in work integrated learning in terms of credit weighting, distribution and timing or sequencing of learning outcomes and processes</p> <p>8.1.4 Active student participation must be promoted in line with the curriculum design.</p> <p>8.1.5 Diverse teaching, learning and assessment principles and approaches must be applied as</p>	<p>Curriculum document Teaching and learning strategy Teaching and learning policy Programme structure</p> <p>Programme structure Study guides Lesson plans</p> <p>Programme structure Master Educational plan Placement plan Timetable Module structure Teaching and learning guidelines Assessment guidelines</p> <p>Teaching and learning strategy Choice of curriculum approach Teaching methods Programme structure Lesson plans Assessment plans</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>outlined in the programme design to facilitate achievement of expected outcomes.</p> <p>8.1.6 The programme must demonstrate a logical sequence and timing of learning outcomes and processes.</p> <p>8.1.7 Student safety during the learning experience must be monitored and ensured.</p> <p>8.1.8 Information and Communication Technology (ICT) must be available to support teaching, learning, assessment processes.</p> <p>8.1.9 Programme learning outcomes must align with assessment strategies.</p> <p>8.1.10 Programme module learning outcomes and associated assessment criteria must be clearly aligned with SANC-determined practice standards.</p>	<p>Programme design Master Educational plan Placement plan Timetable</p> <p>Safety and security Policy Incident reports Student indemnity</p> <p>ICT infrastructure Audit visit report ICT support records</p> <p>Curriculum document</p> <p>Curriculum document Reference to practice standards Reference to Scopes of practice</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		8.1.11 Assessment complexity must increase in line with the relevant programme level descriptors.	Curriculum document Cognitive index of assessments Reference to level descriptors
		8.1.12 The programme must provide students with opportunities for re-assessment and assessment deferment.	Teaching and learning policy Assessment policy
		8.1.13 Integrity of theoretical and clinical assessments must be ensured.	Teaching and learning policy Assessment and moderation policy Invigilation policy Confidentiality declaration by staff handling exams
		8.1.14 Assessments must enhance learning, inform student progression.	Assessment and moderation policy Continuous or formative assessments Progression policy/rules
		8.1.15 The programme must provide ongoing feedback to support student development.	Teaching and learning policy Assessment and moderation policy Examination policy
		8.1.16 The programme must ensure balanced weighting in the assessment of theory, WIL as determined by SANC guidelines.	Curriculum document

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>8.1.17 Assessment outcomes must be recorded and stored.</p>	<p>Assessment and moderation policy Curriculum document Student record policy Student Learning management system Student register Student assessment records Moderation records</p>
		<p>8.1.18 There must be mechanism to assess students in relation to their clinical learning experience and WIL.</p>	<p>Clinical records with NEI Clinical facilitator to be responsible to NEI Work distribution plan Assessment plan Moderation Policy</p>
		<p>8.1.19 Assessment must evaluate competence against legislated exit level outcomes before programme completion.</p>	<p>Assessment plan Moderation Policy</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>9 WORK INTEGRATED LEARNING AND SUPPORT</p> <p>An educational approach that combines academic learning with practical, real-world experiences in professional settings, supported through structured mentorship and reflection.</p>	<p>9.1 The programme must provide structured clinical learning opportunities aligned with theoretical instruction.</p> <p>9.2 Student support is compulsory in both academic and clinical settings supported through accompaniment by qualified specialists and clinical educators.</p> <p>9.3 A Clinical Education and Training Unit</p>	<p>9.1.1 Clinical learning must take place in an approved clinical facility, providing structured clinical learning opportunities with appropriate guidance and accompaniment, in accordance with the learning outcomes and the students' levels.</p> <p>9.1.2 Formal contracts must exist between the Nursing Education Institution (NEI) and clinical learning facilities</p>	<p>Provincial letter of support</p> <p>Situational analysis of the facility</p> <p>Service Level Agreements (SLAs) or Memoranda of Agreement (MOAs) with clinical facilities</p> <p>Allocated clinical facilitators</p> <p>Master Educational Plan</p> <p>Clinical placement plan</p> <p>Clinical accompaniment plan</p> <p>Clinical accompaniment record</p> <p>Structured clinical guidance plan to enhance correlation theory to practice.</p> <p>Programme structure</p> <p>Procedure manual</p> <p>Teaching and learning policy</p> <p>Moderation Policy</p> <p>Weekly allocation lists</p> <p>Supervision schedule</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
	<p>(CETU), led by a CETU Manager, and/or a professional nurse with an additional nursing education qualification who must oversee the coordination and quality of clinical learning in line with CETU guidelines.</p>	<p>9.1.1.3 There must be mechanisms to ensure safety of healthcare users, students, lecturers, clinical facilitators during learning experiences.</p>	<p>Updated situational analysis MOAs and SLE's Student indemnity Occupational Health and safety policies. Scope of Practice Will Policy Infection prevention and control (IPC) protocols. Occupational Health and Safety (OHS) policies for both classroom and clinical settings Emergency response and evacuation plans Student and staff indemnity cover documents Emergency drill attendance Registers Human resource for clinical accompaniment Planned clinical placement Clinical accompaniment plan Clinical accompaniment record Risk register</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.4 All programmes must ensure balanced credits for theory and work-integrated learning, incorporate early simulated learning for clinical preparation, and include role-taking at the end to support transition to professional registration.</p> <p>9.1.5 There must be an established Clinical accompaniment system.</p>	<p>Programme design Module Descriptor Master Educational Plan Clinical placement plan Clinical placement record Timetable Structured clinical guidance document Clinical accompanist and student register Clinical practice progress Education and training guidelines/Programmes guidelines Students' clinical placement report Skills lab policy Simulation plan Student booking record (Simulation) Student simulation practice record with clinical facilitator's comments Evidence of simulation attendance Simulation evaluation tools Role-taking book Student individual hour form (Time sheet)</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
			Individual student report written by Professional nurse.
		<p>9.1.6 There must be Student supervision system aligning with student learning needs, stages of learning.</p>	Clinical accompaniment plan Clinical accompaniment record Specific clinical learning outcomes Audit visit report Teaching and learning Policy Clinical accompaniment register Clinical Accompanist register Teaching workload norms (where available) Clinical Student feedback report
		<p>9.1.7 Lecturer to student ratios must comply with SANC education and training guidelines.</p>	Human resources profile Situational analysis Nursing education and training guidelines

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.8 Clinical Education and Training Unit (CETU) must be incorporated and led by a specialised Clinical Education Coordinator, responsible for:</p> <ul style="list-style-type: none"> Ensuring alignment between academic curricula and clinical practice. Coordinating placement logistics, preceptor training, and inter-site communication. Maintaining quality assurance through regular site audits, stakeholder feedback, and outcome tracking <p>9.1.9 There must be appropriate systems, processes, resources for WIL.</p>	<p>WIL policy</p> <p>Human resources for clinical accompaniment</p> <p>Planned clinical placement</p> <p>Clinical accompaniment plan</p> <p>Clinical accompaniment record</p> <p>Risk register</p> <p>Placement meetings minutes</p> <p>Collaboration meeting minutes between NEI and clinical facility (Stakeholder meeting evidence)</p> <p>CPD annual programme, monthly schedules and Portfolio of Evidence</p> <p>MOA or SLE between NEI and clinical facility</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.10 There must be a designated person to ensure safe, effective coordination of clinical learning and compulsory clinical accompaniment.</p>	<p>Allocated or contracted clinical facilitator/s WIL policy Structured clinical guidance Clinical accompaniment plan Clinical accompaniment register Student clinical evaluation form CETU structure with designated coordinator Clinical rotation master schedule Clinical resource allocation plan</p>
		<p>9.1.11 Students must be orientated on opportunities available within all clinical learning environments.</p>	<p>WIL policy Orientation programme Procedure manuals Student support service charter Clinical facility orientation checklist Clinical accompaniment register Clinical learning information booklet</p>
		<p>9.1.12 Students must be empowered to proactively take responsibility for their learning.</p>	<p>Programme document Study material Timetable Master educational Plan Clinical placement plan</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.13 There must be a system to promote students learning from a range of relevant specialities in clinical learning environments.</p>	<p>Laboratory policy Documented clinical learning support services Self-directed learning policy Learning contracts</p> <p>Documented clinical learning support services Portfolio of Evidence Reflective journal Learning contract Interdisciplinary exposure schedule Interprofessional learning report</p>
		<p>9.1.14 There must be systems to support diverse individual student needs.</p>	<p>Programme design Student support policy Student support services Teaching and learning strategies Disability support policy or referral system</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.15 Student experiences across all teaching, learning environments must be monitored, evaluated to provide informed support.</p>	<p>Programme document Academic Monitoring and evaluation policy Student support policy Clinical placement schedule Progression rules Throughput rates Completion/graduation rates Student feedback forms Clinical evaluation reports Student counselling service.</p>
		<p>9.1.16 Sufficient coordination, continuity of support and supervision must ensure safe, effective student learning experiences.</p>	<p>Scheduled meetings between NEI and clinical facility Minutes of meetings between NEI and clinical facility Clinical accompaniment reports Attendance registers of clinical facilitators Communication logs Supervision coordination chart</p>
		<p>9.1.17 A nominated person must actively support students and</p>	<p>Preceptor list Clinical facilitator allocation Contact list of support personnel</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>address concerns in each practice setting.</p> <p>9.1.18 Staff involved in supervision must support learning aligned with respective scopes of practice to enable students to meet competencies, programme outcomes.</p> <p>9.1.19 Clinical facilitators and preceptors must provide ongoing support, supervision, feedback on student conduct, progress towards competencies and skills.</p> <p>9.1.20 Clinical facilitators/preceptors must have current knowledge and experience of the areas they support and supervise.</p>	<p>Student feedback on support availability</p> <p>Student clinical evaluation form/report</p> <p>Student progress report</p> <p>Student clinical evaluation forms</p> <p>Clinical facilitator/preceptor orientation records</p> <p>CPD programmes and POE</p> <p>Preceptorship course certificate (where applicable)</p> <p>Facilitator training reports</p> <p>File of relevant regulations for reference</p> <p>In-service training plan and programmes</p> <p>Clinical accompaniment record</p> <p>Student progress report</p> <p>Student POE</p> <p>Clinical workbook</p> <p>Weekly feedback sheets</p> <p>Skills observation checklist</p> <p>Collaboration meeting minutes</p> <p>Inservice/staff development record</p> <p>PMDS or equivalent</p> <p>Curriculum vitae</p> <p>Skills development plan</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>9.1.21 Clinical facilitators must have opportunities to collaborate with clinical and academic staff to share observations on student conduct, proficiency, achievement.</p> <p>9.1.22 Clinical facilitators must receive ongoing support to prepare, reflect, develop for effective supervision, contribution to student learning, assessment.</p> <p>9.1.23 Clinical facilitators must be competent in facilitating clinical competencies, programme outcomes students are expected to achieve.</p>	<p>Current registration with SANC CPD programme, plan and POE</p> <p>Departmental meeting minutes Regular student progress reports Joint academic-clinical forums Clinical review meetings Stakeholder/collaboration meetings minutes Student placement meetings minutes</p> <p>WIL policy Orientation plan and programme for clinical facilitators CPD record and POE Skills development plan In-service education programme Facilitator mentorship programme</p> <p>Audit visit report Record of simulation Student clinical accompaniment record Facilitator competency assessment form Peer evaluation report.</p>

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
<p>10 CONTINUOUS QUALITY IMPROVEMENT An ongoing, systematic process of using evidence-based evaluation and feedback to enhance the effectiveness, efficiency, and relevance of educational programmes and institutional operations.</p>	<p>10.1. The-Nursing Education Institutions (NEI's) must establish and maintain formal, systematic, and evidence – based processes to monitor and improve the quality of nursing education programmes continuously.</p>	<p>10.1 Continuous and periodic evidence-based reviews to guide revision of programme components.</p> <p>10.2 Programme reviews must be data-driven and informed by multiple data sources.</p>	<p>Student, graduate and employer surveys and reports Programme evaluation Reports Review Records</p> <p>Surveys and Reports Programme evaluation reports Evidence of reviews of the programmes based on evaluation Quality improvement policy</p> <p>Continuous improvement cycle reports Licensure examination results Institutional/Media review reports</p> <p>PMDS Reports Programme evaluations Peer reviews</p> <p>Quality management policy Skills development policy & plan CPD Records Quality committee and Terms of reference</p> <p>Self-assessment Reports Audit visit reports</p>
		<p>10.3 There is structured performance evaluation of academic staff.</p> <p>10.4 There must be a system to promote participation of academic staff in quality improvement activities.</p> <p>10.5 There must be evidence of annual self-assessment in line with accreditation standards.</p>	

DOMAIN	STANDARDS	CRITERIA	EVIDENCE
		<p>10.6 The NEI must be compliant with accreditation mechanisms as per SANC requirements.</p>	<p>Accreditation certificates Implementation letters Re-accreditation reports/certificates</p>
		<p>10.7 The programme must demonstrate satisfactory student throughput and completion rates.</p>	<p>Assessment Records Reports of throughput and completion rates Graduation record/programme Completion records</p>

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