



South African Nursing Council
(Under the provisions of the Nursing Act, 2005)

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EXIT LEVEL OUTCOMES – POSTGRADUATE DIPLOMA IN HEALTH SERVICES MANAGEMENT

TABLE 1: FOUNDATIONAL EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes	Associated assessment criteria
<p>1. Manage a Healthcare facility within the ethical-legal parameters of the nursing profession, and resolve professional-ethical dilemmas by using decision making and moral reasoning models.</p>	<p>1.1 Critical decision making and moral reasoning models are used to resolve ethical dilemmas within Health Services management.</p> <p>1.2 The relevant latest legislation, policies, regulations and guidelines pertaining to Health Services Management are identified and debated.</p> <p>1.3 Advocacy principles are used to advocate for safe and quality care/ service.</p> <p>1.4 Professional misconduct is managed according to institutional and legal protocols.</p>
<p>2. Apply knowledge of basic research methodology in the appraisal of articles in the field of Health system management.</p>	<p>2.1 Academic writing skills are demonstrated in research reports.</p> <p>2.2 Research articles in the field of Health Services management are appraised through the application of basic knowledge of research methodology.</p> <p>2.3 Qualitative, quantitative and mixed method research designs are accurately differentiated.</p> <p>2.4 Evidence-based practice of research findings are integrated for safe, effective and efficient practice.</p>

TABLE 2: CORE EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes	Associated assessment criteria
<p>The Health Services Management Specialist will:</p>	
<p>3. Demonstrate advanced management skills and professionalism.</p>	<p>3.1 A comprehensive understanding of the components of the management process is demonstrated.</p> <p>3.2 Principles and theories of health services management and leadership are debated.</p> <p>3.3 Supervisory models are implemented to control the quality of management and nursing care.</p> <p>3.4 Resources are managed cost-effectively in a way that supports optimal care provision.</p> <p>3.5 Change management models that are applicable to healthcare are debated.</p> <p>3.6 Team functions and team leadership are reflected on and compared with available best evidence on collaborative group work.</p> <p>3.7 Effective problem solving processes are explored and demonstrated.</p> <p>3.8 Professional misconduct is managed according to institutional and professional protocol.</p> <p>3.9 Labour relations issues are addressed within the legal framework.</p> <p>3.10 Conflict is constructively managed by means of mediating and negotiation techniques.</p>
<p>4. Think and plan strategically to improve organisational performance.</p>	<p>4.1 Strategic thinking and strategic planning are differentiated.</p> <p>4.2 Strategic thinking for a healthcare facility is informed by global trends in health, politics, available resources, population growth, etc.</p> <p>4.3 A comprehensive stakeholder analysis is done and visually presented.</p> <p>4.4 A situational analysis is done by means of a standardised strategy e.g. SWOT analysis, TOWS matrix etc.</p> <p>4.5 A strategic plan for a Nurse Manager in a healthcare facility is developed according to the strategic planning steps.</p>

	<p>4.6 Strategy implementation and execution in a healthcare facility are evaluated and debated.</p> <p>4.7 Action learning and planning strategies are used to monitor innovations.</p>
<p>5. Apply principles of budgetary governance.</p>	<p>5.1 Proportion of National Budget allocated to Healthcare is compared with other countries and debated.</p> <p>5.2 Budget distribution down to your healthcare facility is debated.</p> <p>5.3 Stages of the budget execution cycle are debated.</p> <p>5.4 Budget compliance control measures are used to evaluate institutional practice.</p> <p>5.5 Issues related to the management and monitoring of budget execution are explored and debated.</p>
<p>6. Implement strategies to develop self, peers and others by promoting self-directedness through a process of mentoring and precepting.</p>	<p>6.1 Mentoring models are used to develop self and novices.</p> <p>6.2 Academic/professional networks are established to sustain lifelong learning.</p> <p>6.3 A positive learning climate is created by establishing positive relationships.</p> <p>6.4 Activities towards enhancing Continuous Professional Development (CPD) are evident.</p> <p>6.5 Performance appraisal principles are used to monitor own development within the programme.</p> <p>6.6 Collaborative mentoring models are used to develop self and novices.</p> <p>6.7 Collaborative leadership styles are explored and debated.</p>
<p>7. Apply knowledge and principles of the systematic review and guideline development process to evaluate the standard of guidelines used in Health systems management.</p>	<p>7.1 Current evidence-based guidelines used in Health services management are evaluated by applying knowledge of the systematic review and guideline development process.</p> <p>7.2 Academic writing is demonstrated in reports and guidelines.</p> <p>7.3 Research questions are formulated according to the PICO format and any other format.</p> <p>7.4 Databases are searched by using <i>Boolean</i> and other information search strategies.</p>

<p>8. Apply principles of evidence-based practice in order to improve quality of Health Services management.</p>	<p>8.1 Quality of Health Services management is promoted by implementing evidence-based practice.</p> <p>8.2 Use systematic reviews to improve health services management.</p> <p>8.3 Quality audits aimed at improving health services management are performed at predetermined times.</p> <p>8.4 Benchmarks and best practices are accessed and used to develop indicators for quality and cost effectiveness in Health Services management.</p> <p>8.5 Critique, develop and implement standards for health services management.</p>
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