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(Under the provisions of the Nursing Act, 2005)

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**CURRICULUM FRAMEWORK FOR ENTRY LEVELS OF NURSING (HIGHER CERTIFICATE:  
AUXILIARY NURSE; NATIONAL DIPLOMA: STAFF NURSE; ADVANCED DIPLOMA: MIDWIFERY  
AND BACHELOR'S DEGREE: PROFESSIONAL NURSE AND MIDWIFE)**

**1. PURPOSE**

**1.1** The purpose of this guide is to provide some general instructions to Nursing Education Institutions (NEI's) to develop their curriculum for new qualifications.

**1.2** This document provides an overview of the curriculum development process and suggests a series of steps to follow in creating curriculum documents.

**1.3** A curriculum guide is a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational programme.

**1.4** Additionally, it represents an articulation of what students should know and be able to do and supports lecturers in knowing how to achieve these goals.

**2. DEFINITIONS**

For the purpose of this Curriculum Framework—

“**Articulation**” means facilitating the continual progress and possibility of learners to move within and across each of the three sub-frameworks and to the world of work, which is achieved by the intentional design of the structure and content of qualifications, with admission requirements and focus being key elements within the articulation process;

**“Assessment”** means a systematic evaluation of the learner’s ability to demonstrate the achievement of the learning goals intended in the curriculum;

**“Assessment criteria”** means the standards used to guide learning and to assess learner achievement and/or to evaluate and certify competence;

**“Clinical practica for learning”** means credit-bearing, experiential learning in which students/learners work with patients/clients but do not form part of the official service/nursing offered at the place of work.

**“Clinical practica for role taking”** means work-based learning during which student/learners form an integral part of the team that offers an official service/nursing in the workplace.

**“Credits”** means the amount of learning contained in a qualification or part-qualification whereby one (1) credit is equal to ten (10) notional learning hours;

**“Curriculum Mapping”** means a process for recording what content and skills are actually taught in a classroom during a longer period of time, which can serve as both an instrument and a procedure for determining what the curriculum is and for monitoring the planned curriculum;

**“Designator”** applies only to degrees and not certificates or diplomas. A degree designator describes a generic field of study and is stated in the qualification nomenclature and described through statements of desired educational training and outcomes and their associated criteria. A designator meets generic specifications laid down for the qualification type of which it is a variant. For example, a Bachelor of Nursing (BNurs) complies with generic requirements for any other Bachelor’s Degree but with a specific focus on nursing;

**“Entry requirements”** means the academic and/or practical and/or work experience that a learner must have completed to be able to be admitted for a qualification, which may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry. In the South African context, entry requirements also take into account the broad socio-political issue of access;

**“Exit level outcomes”** refers to the outcomes which define the exit level of performance according to which a candidate completing the qualification is assessed;

**“Formative assessment”** means a type of assessment to improve learning and to give feedback to learners on progress made, which serves needs intrinsic to the educational process;

**“Interactive study guide”** means a highly organised set of learners’ notes, graphics, pictures, graphs, charts and activities which are used in conjunction with tele-lecturing;

**“International comparability”** means an analysis of how a qualification compares with and relates to similar international qualifications;

**“Integrated assessment”** means a form of assessment which permits the learner to demonstrate applied competence, using a range of formative and summative methods;

**“Learning”** means the acquisition of knowledge, understanding, values, skill, competence and/or experience;

**“Level”** means one of a series of levels of learning achievement arranged in ascending order from one to ten according to which the NQF is organised and to which qualification types are pegged;

**“Level descriptor”** means the statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that NQF level. There are ten categories that are used in the level descriptor to describe applied competencies across each of the ten levels of the NQF, namely:

- o scope of knowledge;
- o knowledge literacy;
- o method and procedure;
- o problem-solving;
- o ethics and professional practice;
- o accessing, processing and managing information;
- o producing and communicating information;
- o context and systems;

- o managing learning; and
- o accountability;

**“National Qualifications Framework”** means a comprehensive framework approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality-assured national and internationally comparable qualifications;

**“Notional hours of learning”** means the total amount of time it would take an average learner to meet the outcomes defined in a learning experience and include, inter alia, face-to-face contact time; time spent in structured learning in the workplace; time for completing assignments and research; and time spent in assessment processes;

**“Programme”** means a purposeful and structured set of learning experiences that leads to a qualification, which may be disciplined-based, professional, career-focused, trans, inter or multidisciplinary in nature. A programme has recognised entry and exit points. All higher education programmes and qualifications must have a core discipline focused component (which should comprise at least 50% of the programme) and may have a fundamental and/or elective component, depending on the purpose of the programme or the qualification. The credit allocation for core, fundamental and elective will depend on the purpose of the programme or qualification;

**“Recognition of Prior Learning (RPL)”** means the comparison of the previous learning and experience of a learner obtained, against learning outcomes for a specialised qualification, and acceptance for the purpose of that qualification for which it meets the requirement. RPL can be used for access, progress or for the awarding of a specific qualification;

**“Summative assessment”** means a formalised assessment which is used to certificate the attainment of a certain level of education;

**“Work Integrated Learning”** means an approach to career focused education that includes theoretical forms of learning that are appropriate for technical, professional qualifications, problem-based learning, project-based learning and work-placed learning;

### **3. LEGISLATIVE FRAMEWORK**

The following pieces of legislation guide this Curriculum Framework:

- Constitution of the Republic of South Africa Act (Act No. 108 of 1996)
- Higher Education Act (Act No.101 of 1997)
- Higher Education Amendment Act (Act No. 39 of 2008)
- National Qualifications Act (Act No.67 of 2008)
- Nursing Act (Act No. 33 of 2005)

### **4. TEMPLATE FOR GUIDELINES TO APPLY FOR APPROVAL OF THE CURRICULUM AND ACCREDITATION OF THE PROGRAMME**

#### **4.1 Name of the Nursing Education Institution**

#### **4.2 Vision of the Nursing Education Institution**

Describe the optimal desired future state (broad statement).

#### **4.3 Mission**

#### **4.4 Describe the process for achieving the vision and mission of the Nursing Education Institution**

#### **4.5 Philosophical basis of the curriculum**

Identify and describe the main philosophical assumptions (conceptual/theoretical framework) guiding your curriculum and show how these will be applied throughout the curriculum.

#### **4.6 Purpose and characteristics of the programme in line with the NQF**

Describe the purpose and characteristics of the programme, including certification and the awarding of the qualification.

#### **4.7 Rationale for the programme within the context of human resources for health and national health needs**

#### **4.8 Statement of intent**

## 4.9 Programme

### 4.9.1 Indicate the **type and specification** of the programme

Please **specify**:

- o programme outcomes;
- o level descriptors of the programme;
- o graduate/diplomate attributes and competences;
- o duration; and
- o composition in terms of theory and practica.

### 4.9.2 **Applicable legislation**

Indicate the relevant legislation and policies that govern nursing and midwifery education and practice in relation to the specific curriculum.

### 4.9.3 **Minimum admission requirements**

Specify the minimum requirements for access (include recognition of prior learning) or admission to this programme.

### 4.9.4 **Learning assumed to be in place**

Indicate learning assumed to be in place and how the learner will be assisted to bridge the gap if necessary or relevant.

### 4.9.5 **Recognition of Prior Learning**

Indicate how much of the RPL credits will be accepted for access or articulation into the programme in line with the HEQSF.

### 4.9.6 **Designators**

Specify the generic field of study if applicable.

**NB: ONLY APPROPRIATE TO B-DEGREE QUALIFICATIONS AND HIGHER.**

### 4.9.7 **Qualifiers**

Specify the qualification specialisation, volumes of learning and number of credits per level.

#### 4.9.8 **Work Integrated Learning (WIL)**

Show how the WIL would be achieved throughout the programme, indicating the balance between theory and:

- o simulated learning, problem-based learning, project-based learning, case-based learning and clinical practica for learning (credit-bearing and clinical practica for role taking); and
- o integrated assessment.

#### 4.9.9 **Assessment**

Indicate how formative and summative assessment will be conducted.

#### 4.9.10 **Progression**

Specify rules of progression (promotion) from one level (or year of study) to the other, including aspects related to major (core) subject and supporting (fundamental/elective) subjects.

#### 4.9.11 **Articulation**

Indicate vertical, horizontal and diagonal articulation options between nursing/health-related qualifications.

#### 4.9.12 **Human resources responsible and involved in offering the programme**

Indicate how the qualification and expertise of the person in charge of the programme are sufficient and relevant for the programme in accordance with SANC regulations and the HEQSF requirements.

Indicate how the qualification and expertise of educators (theoretical and clinical) are sufficient and relevant for the programme.

Indicate the administrative support staff needed.

#### 4.9.13 **Material resources and infrastructure**

Indicate the availability of physical infrastructure, teaching and learning resources in terms of sufficiency and relevance.

#### 4.9.14 **International comparability**

Compare the programme with similar programmes that are offered internationally.

#### 4.9.15 **Annexures**

Provide annexures where appropriate.

### **5. CRITERIA FOR THE APPROVAL OF CLINICAL FACILITIES FOR EACH SPECIFIC PROGRAMME**

#### **5.1 Situational analysis**

Submit a situational analysis of clinical facilities that are required and which are available in line with the exit level outcomes of the programme which is applicable to the clinical setting.

#### **5.2 Service level agreement (SLA)**

Submit a current SLA between the NEI and service providers where work-integrated learning will occur, as applicable to the specific programme. This SLA should include, amongst others:

- o financial arrangements and responsibilities;
- o quality assurance in terms of learning and facilitation of learning (including record keeping);
- o time and duration of student placements;
- o geographical aspects (if relevant);
- o assessment of learning (what, by whom, when, how, where);
- o placements and focus of learning in line with exit level outcomes; and
- o travel and accommodation (if applicable).

#### **5.3 Annexures**

Provide annexures where appropriate.

## **6. CURRICULUM MAPPING**

**6.1** Provide the name(s) of the module(s), level descriptors, NQF level, credits per module, core, fundamental/level, year/semester and credits per year/semester.

### **6.2 Module level (Micro)**

- Constructive alignment: learning outcome & teaching; learning & strategy; and methods & technique.

### **6.3 Unit level (Interactive study guide)**

- Constructive alignment: student-lecturer interaction; weekly teaching schedules; and formative assessment.

### **6.4 Curriculum**

Learning outcomes aligned to:

- cognitive, psychomotor & affective domains;
- knowledge dimensions;
- graduate attributes and critical cross-fields outcomes; and
- level descriptors.

### **6.5 Teaching & learning activities**

- Learning activity: type, duration, and frequency and student activity.
- Resource: type, use and cost.

### **6.6 Assessment tasks**

- Type, instrument, number, weight per assessment, etc.
- Assessment policy, moderation policy.
- Appeals policy.