



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

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EXIT LEVEL OUTCOMES – POSTGRADUATE DIPLOMA IN NURSING EDUCATION

TABLE 1: FOUNDATIONAL EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes	Associated assessment criteria
<p>1. Educate nursing students within the ethical-legal parameters and resolve ethical dilemmas by using decision making and moral reasoning models.</p>	<p>1.1 Critical decision making and moral reasoning models are used to guide clinical practice and resolve professional-ethical dilemmas within the Higher Education system.</p> <p>1.2 The relevant latest legislation, policies, protocols, regulations, guidelines, directives and applicable ethics pertaining to nursing education are identified and debated.</p> <p>1.3 Advocacy principles are used to advocate for quality nursing education.</p> <p>1.4 Academic misconduct is managed according to institutional protocol.</p>
<p>2. Apply knowledge of basic research methodology in the appraisal of articles in the field of nursing education.</p>	<p>2.1 Academic writing skills are demonstrated in research reports.</p> <p>2.2 Research articles in the field of nursing education 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 Demonstrate scholarship through evidence-based education.</p>

TABLE 2: CORE EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes	Associated assessment criteria
<p>The Nursing Education Specialist will:</p>	
<p>3. Facilitate learning to promote the student’s ability to make sound clinical judgment and demonstrate metacognition in the area of nursing education.</p>	<p>3.1 A plan for learning facilitation sessions that promote the metacognition and clinical judgment processes in nursing students is designed and executed.</p> <p>3.2 Teaching and learning paradigms are differentiated.</p> <p>3.3 Learning theories are debated and compared.</p> <p>3.4 Teaching and learning approaches are aligned with learning theories.</p> <p>3.5 Different knowledge taxonomies are compared and aligned with teaching and learning approaches.</p> <p>3.6 Thinking operations are explained.</p> <p>3.7 Learning outcomes are formulated and aligned with a selected knowledge taxonomy.</p> <p>3.8 Teaching and learning activities are developed to attain a set learning outcome.</p> <p>3.9 Learning is facilitated in the classroom, online, and in the clinical setting.</p> <p>3.10 An integrated assessment plan is developed and executed.</p> <p>3.11 Assessment tasks and tools are developed and tested for reliability.</p> <p>3.12 Feedback on assessment is provided and used as a learning opportunity.</p> <p>3.13 A moderator’s report is compiled that addresses all the assessment criteria.</p> <p>3.14 Technology within the educational domain is used to effectively communicate and facilitate learning.</p>
<p>4. Facilitate curriculum or programme development.</p>	<p>4.1 Curriculum design processes are explored and debated.</p> <p>4.2 Curriculum/programme accreditation criteria are used to assess a programme.</p> <p>4.3 The purpose of generic exit level outcomes is debated.</p>

	<p>4.4 Exit level outcomes of a program are evaluated against the level descriptors as formulated by the South African Qualifications Authority.</p>
<p>5. Implement strategies to develop self, peers and nursing students by promoting self-directedness through a process of mentoring and precepting.</p>	<p>5.1 Mentoring and precepting models are used to develop self and novices.</p> <p>5.2 Mentoring and precepting techniques are applied in practice.</p> <p>5.3 Academic/professional relationships are established to sustain lifelong learning.</p> <p>5.4 A positive learning climate is created by establishing positive relationships.</p> <p>5.5 Activities towards enhancing Continuous Professional Development (CPD) are evident.</p> <p>5.6 Performance appraisal principles are used to monitor own development within the programme.</p> <p>5.7 Learning theories are applied in own development and the development of others.</p>
<p>6. Evaluate the management of an educational programme based on the national, professional and institutional standards.</p>	<p>6.1 National, professional and institutional standards are used to evaluate the management of an educational programme.</p> <p>6.2 Resources are mobilized and utilized to optimize nursing education referral.</p> <p>6.3 Statistics pertinent to Higher Education inform decision making and are utilized to improve the quality of nursing education.</p> <p>6.4 The influence of global trends; social, political, and economic factors; as well as disease profiles on Higher Education are debated and recommendations communicated to authorities.</p> <p>6.5 Collaborative leadership styles are explored and debated.</p>
<p>7. Apply knowledge and principles of the systematic review and guideline development process, in order to evaluate the standard of guidelines used in nursing education.</p>	<p>7.1 Standard of guidelines used in nursing education 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 frameworks.</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 nursing education in order to improve quality of education.</p>	<p>8.1 Quality nursing education is promoted by implementing evidence-based nursing education.</p> <p>8.2 Use systematic reviews to improve nursing education.</p> <p>8.3 Quality audits aimed at improving nursing education are performed at predetermined times.</p> <p>8.4 Critique, develop and implement education standards.</p> <p>8.5 Quality of nursing education is continuously monitored.</p>