



South African Nursing Council
Regulating nursing, advocating for the public

ADVANCED DIPLOMA IN MIDWIFERY QUALIFICATIONS FRAMEWORK

SAQA QUAL ID	QUALIFICATION TITLE		
N/A	Advanced Diploma in Midwifery		
ORIGINATOR		REGISTERING PROVIDER	
SANC		SAQA	
QUALITY ASSURING ETQA			
SANC and CHE			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Advanced Diploma	09 - Health Sciences and Social Services	Promotive, Preventive, Curative Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
N/A	120	Level 7	Whole qualification

This qualification does not replace any other qualification and is not replaced by any other qualification.

1. PURPOSE AND RATIONALE OF THE QUALIFICATION

1.1. Purpose

The primary purpose of the qualification is to produce competent, independent and critical thinking midwives who, with the understanding of theories, methodologies and practices in midwifery, will provide scientific, safe and comprehensive quality midwifery care to individuals, families and communities within the legal and ethical framework.

On successful completion of this qualification, the learner is eligible for registration with the South African Nursing Council as a Midwife.

In addition, the qualification aims to:

- Provide midwives with a wide range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to midwifery services.
- Equip midwives with a developed sense of equity, justice and service ethics that will ensure that they work in a responsible and accountable manner irrespective of their chosen work place

- Offer a wide range of transferable skills for application in other professions, disciplines and general life. These include:
 - A methodical solution based approach to problem solving
 - An empowerment- based approach to development of self and others
 - Competence in written and oral communication
 - Capacity to assess and implement midwifery practice and other policies
 - Ability to use evidence-based practice

1.2 Rationale

This qualification will enable the graduate to function as a clinically focused, service orientated, independent midwife, who is able to render comprehensive midwifery care from the pre-natal stage to postnatal stage.

Despite the significant gains in the era of the MDGs, 830 women and 7000 new-borns still die every day due to complications in pregnancy and childbirth. It is reported that 50% of maternal deaths and over 60% of neonatal deaths arise from poor quality midwifery care. This is unacceptable in the 21st century. The SDGs have therefore committed to a rapid and dramatic reduction in these appalling statistics.

Recent evidence indicates that when midwives are educated to international standards it could avert more than 80% of all maternal deaths, stillbirths and neonatal deaths.

According International Confederation of Midwives, WHO, INCEF and UNFPA (2019), midwives educated to international standards, not only improve overall health, but because they work across the entire continuum of care, from communities to hospitals, they are uniquely able to provide essential services to women and new-borns in even the most difficult humanitarian, fragile and conflict-affected settings. In addition, these international bodies/structures, recommend that midwives be licensed, regulated and fully integrated into the health systems and working in inter-professional teams.

However, while the country aspires to international standards, the issues affecting the local context, must direct the education and training of midwives.

It is further claimed that midwifery education contributes to the transformation and expansion of the health workforce and increases the potential to accelerate inclusive economic growth and progress towards health equity WHO: 2019).

2. CHARACTERISTICS OR ATTRIBUTES

The Midwife who has completed this qualification will demonstrate the following attributes:

- Independent and safe practitioner
- A critical thinker who reasons midwifery practice

- Has a wide range of skills, knowledge and attitudes that will enable them to make a scientific, meaningful and sustained contribution to a full range of midwifery services
- Has a sense of professionalism and functions within the ethical and legal parameters.
- Has humanistic approach in the interaction with women (Women-centred)
- Has an inquiring mind to challenge the status quo
- Thinks broadly beyond institutional services, for example, community based midwifery services.
- Is an organised midwifery unit/facility manager

3. MINIMUM ADMISSION REQUIREMENTS

- In order to be admitted to the Advanced Diploma in Midwifery, a person must have proof of current registration as a General Nurse at NQF level 6.
- Admission requirement for the entry into Higher Education will still serve as per institutional policy.
- Recognition of prior learning for access and credit transfer is applicable as per the National and institutional policies.

4. LEARNING ASSUMED TO BE IN PLACE

Assumed learning listed below is recommended but not compulsory for admission:

- General Nursing
- Bio natural sciences
- Psycho-social sciences
- Legal, Ethical and Professional practice
- Pharmacology
- Computer Literacy at NQF Level 3

5. RECOGNITION OF PRIOR LEARNING

- In order for the student to access the programme through RPL, the student should submit an application to the NEI as per the Institutional policy. Only a student whose prior learning has been validated by means of a well-structured and credible Portfolio of Evidence is eligible to be awarded RPL for access.
- Students can also use the options of credit transfer and advanced standing for RPL in accordance with the national and institutional policies.
- A student who qualifies for Credit Transfer will receive a maximum of 50% of the prescribed credits of the completed qualification, as determined by the national and institutional policies.

6. QUALIFICATION REQUIREMENTS

- The Nursing Education Institution (NEI) is required to register students with the South African Nursing Council for the duration of the period of training.
- The NEI can only offer programmes and accept students for approved and accredited qualification.

- Students must have access to approved clinical facilities and other experiential learning sites where midwifery services are rendered. Such clinical facilities must have been approved by the South African Nursing Council for clinical placement of students.

7. QUALIFICATION RULES

- A qualification shall not be awarded for early exit from the Advanced Diploma in Midwifery.
- The student must achieve all the ELOs of the programme.
- All learning including requirements for clinical practica or other experiential learning is compulsory.
- The ratio of Theory to WIL credits should be 40:60.
- The fundamental credits do not include WIL.
- Total Credits: 120 of which 72 credits must be acquired in appropriate and accredited clinical facilities and 48 credits comprise theoretical learning.
- Seven hundred and twenty (720) Hours of work integrated learning are required and comprise of simulation, work directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.
- Simulation may not exceed 20% of the total component for work integrated learning.
- Clinical hours for role-taking should comprise a maximum of 20% of the total component of work integrated learning.
- At least 60% of the total component of work integrated learning must be directly/indirectly supervised by Clinical Facilitators and Preceptors.

7.1. QUALIFICATION MATRIX

7.1. The teaching platforms include the academic/theoretical, simulated and clinical environments.

7.2 The academic staff's responsibility is to ensure that teaching and learning is integrated or correlated to achieve both theoretical and work integrated learning outcomes.

7.3 The exit level outcomes for the Advanced Diploma in Midwifery are divided into fundamental and core. However, it is important to balance the credit allocation according to priority ELOs, for example, the core ELOs should weigh more than the fundamentals. Refer Table 1 below.

Table 1: QUALIFICATION MATRIX

	THEORY CREDITS	WORK INTEGRATED LEARNING CREDITS	TOTAL CREDITS
FUNDAMENTAL	8		8
CORE	40	72	112
TOTAL	48	72	120

Note to the table

- Credit-rating system rates 10 notional hours as equivalent to one credit.

- An academic year as defined means a period of at least 1200 (one thousand two hundred) notional hours which is equivalent to 120 (one hundred and twenty) credits.
- In terms of CHE (2013:15) Diplomas assume a 30 week fulltime academic year.
- However, the credit rating specified are expressed as minima. Programmes may require credit loads above the minimum but these should be realistic in terms of the relationship of credits to actual study time.
- The credits for the fundamental ELO should be 8 credits.
- The credits for the core ELOs should 112 credits.

8. EXIT LEVEL OUTCOMES

8.1. Apply specific knowledge of Bio-Natural, and Social Sciences including Pharmacology in Midwifery using an integrated approach.

8.2 Provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

8.3 Practice independently and professionally within an appropriate ethical-legal framework.

8.4 Improve quality of midwifery and neonatal care through an analytical, reflective and problem solving approach.

8.5 Effectively manage a midwifery unit through appropriate clinical governance strategy.

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

FUNDAMENTAL	
EXIT LEVEL OUTCOME	ASSOCIATED ASSESSMENT CRITERIA
1. Apply specific knowledge of Bio-Natural, and Social Sciences including Pharmacology in Midwifery using an integrated approach	<p>1.1 Knowledge of Bio-Natural Sciences and Pharmacology is applied during assessment and care of mother and neonate.</p> <p>1.2 Knowledge of Social Sciences is applied in counselling and advocacy for a mother and baby through the preconception, antenatal, intrapartum and post-natal stages.</p>
CORE	
EXIT LEVEL OUTCOME	ASSOCIATED ASSESSMENT CRITERIA
2. Provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence-based approach in all care settings.	<p>2.1 The preparation of the woman and family for pregnancy, childbirth and family changes is appropriate, takes into consideration the woman's context/background and is facilitated by means of ante-natal classes and appropriate health promotion through education.</p> <p>2.2 Obstetric history taking and physical examination of the mother is conducted in a comprehensive manner, using a variety of available technology.</p> <p>2.3 Application of anatomical and physiological changes related to conception, pregnancy and labour is evident in the practice of midwifery.</p> <p>2.4 Observations of significance changes and laboratory results are accurately interpreted</p>

	<p>and appropriately referred where potential risk to mother and /or foetus exists.</p> <p>2.5 Monitoring of wellbeing of the foetus is ensured by monitoring foetal movement, heart rates and growth using a variety of available technology.</p> <p>2.6 Monitoring and management of the mother during labour and delivery is comprehensive, evidences understanding of the physiology of labour, technology used to monitor the mother and wellbeing of the foetus.</p> <p>2.7 Management of the new-born demonstrates the understanding of the changes taking place in the new born baby.</p> <p>2.8 Potential and actual emergencies of the mother and or foetus are timeously identified and appropriately managed and referred</p> <p>2.9 Intra-partum care delivered to the mother and baby complies with generally accepted regional, national, and provincial treatment guidelines, and promotes the safety of both, for example, CARMMA, BANC protocol, ESMOE, Saving mothers, etc.</p> <p>2.10 Care delivered post-natally is integrated and provides for the long term wellbeing of the mother and the child, in line with the accepted scope of practice for midwife.</p> <p>2.11 Midwifery data is documented, managed and is communicated to support decision making.</p>
<p>3. Practice independently and professionally within an appropriate ethical-legal framework.</p>	<p>3.1 Knowledge of applicable ethics, professional practice and legal aspects is demonstrated during ethical decision making in midwifery practice.</p> <p>3.2 Advocacy for the rights of women, children and their families is demonstrated in midwifery practice.</p> <p>3.3 Accountability and responsibility for own professional acts and omissions within the relevant legal and ethical parameters is demonstrated.</p> <p>3.4 Midwifery practice demonstrates respect for human rights as enshrined in the Constitution and translated in the Patients' rights.</p>
<p>4. Improve quality of midwifery and neonatal care through an analytic, reflective and problem solving approach.</p>	<p>4.1 Efforts towards quality improvement of midwifery practice illustrate use of analytic, reflective and problem solving skills.</p> <p>4.2 Methods of inquiry are initiated, maintained and utilized to monitor quality of care.</p> <p>4.3 Quality improvement plan demonstrates knowledge of own roles and responsibilities,</p>

	<p>scope of practice and standards of midwifery practice.</p> <p>4.4 Utilize evidence-based practice to inform and improve the standards of midwifery practice.</p>
<p>5. Effectively manage a midwifery unit through clinical governance strategy.</p>	<p>5.1 Demonstrate understanding of the value of communities of practice and clinical leadership and management principles in midwifery practice.</p> <p>5.2 Midwifery practice demonstrates ability to utilise indicators for quality midwifery care.</p> <p>5.3 Cost effectiveness in midwifery practice is promoted through utilisation of quality indicators.</p> <p>5.4 Existing Unit philosophy, vision, mission, goals, policies, procedures and protocols to direct midwifery care.</p> <p>5.5 Inter-professional collaboration reflects respect for diversity within the midwifery context.</p> <p>5.6 Management of the midwifery unit reflects ability to assess and develop self and others to maintain midwifery standards of practice and continuous professional development.</p>

9. CRITICAL CROSSFIELD OUTCOMES

9.1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

9.2. Work effectively with others as member of a team, group, organisation or community.

9.3. Organise and manage oneself and one's activities responsibly and effectively.

9.4. Collect, analyse, organise and critically evaluate information.

9.5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written persuasion.

9.6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

9.7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

9.8. In order to contribute to the full personal development of each learner and the social and economic, development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:

- 9.8.1. Reflecting on and exploring a variety of strategies to learn more effectively;
- 9.8.2. Participating as responsible citizen in the life of local, national and global communities;
- 9.8.3. Being culturally and aesthetically sensitive across a range of social contexts;
- 9.8.4. Exploring education and career opportunities; and
- 9.8.5. Developing entrepreneurial opportunities.

10. ASSESSMENT OF LEARNING

10.1 Integrated Assessment

- Assessment should be aligned with the prescripts of the 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).
- All assessment should be conducted in line with the assessment policy of the NEI.

11. PROGRESSION

Completion of the Advanced Diploma in Midwifery meets the minimum entry requirement for admission to a Post Graduate Diploma at NQF level 8.

12. INTERNATIONAL COMPARABILITY

Advanced Diploma in Midwifery is a new qualification, however, registered nurses who have undergone the legacy qualification in Midwifery have been employed in some countries internationally.

GLOSSARY OF TERMS

Fundamental	means: the learning which forms the grounding or basis to undertake education, training or further learning required in the obtaining of a qualification.
Core	means: that compulsory learning required in situations contextually relevant to the particular qualification.

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