

## POSTGRADUATE DIPLOMA QUALIFICATION FRAMEWORK

SAQA QUAL ID	QUALIFICATION TITLE		
N/A	POSTGRADUATE DIPLOMA		
<b>ORIGINATOR</b>		<b>REGISTERING PROVIDER</b>	
SANC		SAQA	
<b>QUALITY ASSURING BODY</b>			
SANC and CHE			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
Postgraduate Diploma	09	Promotive, Preventive, Curative Health and Development Services	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
N/A	120	8	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 purpose of this qualification is to strengthen and deepen the students' knowledge and expertise in nursing and midwifery as a specialty. It will enable the Nurse Specialist or Midwife Specialist to engage in their respective specialist areas of practice with in-depth knowledge, skills, attitudes and values to enhance professional independence and optimum health outcomes. This includes preventing disease, injury and complications. It also entails screening, appropriate management and prompt referral of patients with specific and complex problems in all clinical settings. The programme further equips the student with facilitation of teaching and learning including management skills at all levels of practice.

#### 1.2 Rationale

The South African health care system has adopted a primary health care approach which is nurse led and needs nurses with in-depth knowledge to engage at the forefront of a specialist field, discipline

or practice with an understanding of theories, methodologies, methods and techniques to apply in a particular context (Uebel et al, 2013).

The health care system, again in the interest of the right to access to health, enshrined in the Constitution of South Africa (Act No. 108 of 1996), is embarking on the National Health Insurance to promote access to quality, essential health care services and access to safe effective quality and affordable essential medicines and vaccines for all. This happens when there is an outcry that there is an increase in the burden of disease from the quadruple diseases including communicable diseases (predominantly HIV and AIDS and TB), non-communicable diseases (hypertension, diabetes Mellitus, Cancer), Perinatal and maternal morbidities and injury related disorders (Mayosi et al, 2009).

Yet there is grave shortage of doctors who either give divided attention to the public sector for their own private practice or are specialists in the private hospitals. The Nurse Specialist or Midwife Specialist have come handy to complement the remaining medical fraternity rather than replace them. Furthermore, the NHI has necessitated focus on quality in order to ensure value for money which the knowledgeable Nurse Specialist or Midwife Specialist can drive (Makombo, 2016).

While the seventeen (17) sustainable development goals promote inter-sectoral collaboration, the Nurse Specialist or Midwife Specialist are appropriately positioned to ensure healthy lives and promote the well-being for all ages through their active engagement in promotive, preventive, curative and developmental health services which are components of the primary Health Care which they lead (Addis Ababa Action Agenda, 2015).

## 2. CHARACTERISTICS OR ATTRIBUTES

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

- Autonomy: The Nurse Specialist or Midwife Specialist is able to work independently.
- Leader: Works the forefront in his/her area of specialist practice.
- Open mindedness: Is receptive to new ideas, gives a fair and impartial hearing to the intellectual opposition, willingness to take a novel viewpoint seriously.
- Good interpersonal skills.
- Scholar: Devotes self, particularly to the study of an area in which they have developed expertise and produces and utilises evidence in the area of specialisation.
- Negotiator: Has negotiating skills to influence and effect change.
- Lifelong self-directed learner: Keeping up to date and maintains competence for herself and others
- Advocate for professional development and optimum health outcomes.
- Influential: strong, powerful, visible and recognised and exercises authority where necessary.

- Has passion for the institutional goals.
- Has ability to articulate ideas clearly.
- Trustworthy with integrity.
- Has positive self-esteem: engages in positive individual subjective evaluation of own worth, and has enduring personality.
- Has ability to listen.
- Emotional intelligence: Able to recognize own emotions and those of others, discern between different feelings and label them appropriately. Uses emotional information to guide thinking and behavior, and manages and/or adjust emotions to adapt to environments or achieve one's goal(s).
- Persistent: continues firmly or obstinately in an opinion or course of action in spite of difficulty or opposition.
- Critical thinker: Objectively analyses and evaluates an issue in order to form a judgement.

### 3. MINIMUM ADMISSION REQUIREMENTS

In order to be admitted to the Postgraduate Diploma programmes, a Bachelor's degree in Nursing (R.174) and the Diploma in Nursing: General Nurse (R.171) with Advanced Diploma in Midwifery (R.1497) must have been achieved.

A student can enter the programme with at least two (2) years' experience after registration as a Professional Nurse or General Nurse and Midwife. The two years include the year of community service.

### 4. LEARNING ASSUMED TO BE IN PLACE

- Comprehensive health care
- Computer Literacy
- Bio-natural sciences
- Psycho-social sciences
- Legal, Ethical and Professional practice

## 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

Students must have access to approved clinical facilities and other experiential learning sites where specialized nursing or midwifery services are rendered and patients with specific conditions appropriate to the field of specialization are admitted. Such clinical facilities must have been approved by the South African Nursing Council for placement.

Education and management specialist students must also be exposed to relevant experiential learning sites, some of which might not require the SANC approval.

## 7. QUALIFICATION RULES

- A qualification shall not be awarded for early exit from a Postgraduate Diploma.
- All learning including requirements for clinical practica or other experiential learning is compulsory.
- The Exit level Outcomes (ELOs) applicable to the respective specialisations (clinical specialisation, Nursing Education and Health Service Management) should not be less than 80% of the total credits.
- The remaining 20% is for the ELOs common to all specialisations.  
(See Table 1 and Table 2)

### 7.1 Qualification matrix

TABLE 1: QUALIFICATION MATRIX: CLINICAL SPECIALISATIONS

Ratio of Theory to WIL	Credits of ELOs applicable to clinical specialisations (Category/elective 1)	Credits of ELOs applicable to all specialisations (core)	Total
	Credits	Credits	Credits
Theory =40%	38	10	48
WIL=60%	58	14	72
<b>Total</b>	<b>96</b>	<b>24</b>	<b>120</b>

TABLE 2: QUALIFICATION MATRIX: NURSING EDUCATION & HEALTH SERVICES MANAGEMENT

Ratio of Theory to WIL	Credits of ELOs applicable to nursing education and health services management (Category 2 and 3 or Elective 2 and 3)	Credits of ELOs applicable to all specialisations (core)	Total
	<b>Credits</b>	<b>Credits</b>	<b>Credits</b>
<b>Theory =58%</b>	<b>60</b>	<b>10</b>	<b>70</b>
<b>Experiential Learning= 42%</b>	<b>36</b>	<b>14</b>	<b>50</b>
<b>Total</b>	<b>96</b>	<b>24</b>	<b>120</b>

**Note to table**

Whilst CHE (2013:20) recommends that in order to use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification's exit level must be in the field of specialisation denoted by the qualifier. For the purposes of these guidelines, 80% is recommended for all specialisations.

- 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, is 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 ratio of theory to WIL is 40:60 for clinical specialisations and for nursing education and health services management 58:42.
- The exit level outcomes applicable to all specialisations (ELOs category 1/core) must be 20% of the total credits which translates into 24 credits and distributed.

**8. EXIT LEVEL OUTCOMES**

**8.1 Exit level outcomes applicable to all fields of study**

8.1.1 Practices and facilitates specialist nursing or midwifery, nursing education or health services management within ethical-legal parameters of the profession.

8.1.2 Applies the knowledge of and facilitates evidence-based practice, nursing education or management in the specialist field to solve contextual problems and develop policies and guidelines.

8.1.3 Appraises and develops self, peers and nurse specialist or midwife specialist students by facilitating self-directedness or leadership and lifelong learning

8.1.4 Facilitates advocacy for the profession and provision of specialist professional support for personnel, patients or clients, families and communities.

8.1.5 Engages in planning, commissioning and managing a specialist unit, an educational entity or a health service.

8.1.6 Engages in scholarly activities to inform evidenced based practice, education or management.

8.1.7 Utilizes, manages and communicates data to support decision-making and research.

## **8.2 Exit level outcomes applicable to clinical specializations**

8.2.1 Renders and co-ordinates patient-centred specialist nursing or midwifery practice within a continuum of care using the scientific approach, integrating biomedical and psychosocial sciences including advanced pharmacology.

8.2.2. Mobilizes appropriate resources to implement standards of practice relevant to the area of specialization, to ensure quality patient care and safety.

8.2.3 Collaborates within the inter-professional team by engaging in health dialogue, shared leadership, decision-making and sound clinical judgment.

8.2.4 Participates in the design, development, implementation and evaluation of nursing policies, programmes and projects.

8.2.5 Participates in the design, development, implementation and evaluation of nursing policies, programmes and projects.

## **8.3 Exit level outcomes applicable to Nursing Education**

8.3.1 Designs, implements, evaluates or reviews a programme or curriculum for teaching and learning of nurse specialists or midwife specialist.

8.3.2 Facilitates teaching and learning of students, patients/clients, families and communities in conducive theoretical, simulation, online and clinical learning environments.

8.3.3 Engages in and facilitates assessment and evaluation of learning.

8.3.4 Applies the knowledge of and facilitates the management of the nursing education institution.

8.3.5 Participates in and facilitates internal and external review of the nurse specialist or midwife specialist programme/curriculum at all levels.

## **8.4 Exit level outcomes applicable to Health Services Management**

8.4.1 Participates in the development and implementation of the strategic and operational plans including key institutional policies.

8.4.2 Manages resources for the effectiveness and efficiency of a health care facility or unit.

8.4.3 Engages in the organisation and coordination of the nursing activities, functions and responsibilities to align them to the strategic goals.

8.4.4 Facilitates internal and external measurement of performance or accreditation of the health facility based on the set standards.

8.4.5 Initiates innovative projects based on regular evaluation and review of the strategic plan for achievement of its goals, utilising the process of change management.

8.4.5 Establishes links with the external local, regional, national and international environments to achieve best practice and a healthy competitive position.

## 9. EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

Due to the fact that all exit level outcomes are core only and none is fundamental, they are divided into four categories for organisation purposes.

9.1 The first Category are ELOs common to all three specialisations (clinical, nursing education and health services management). These ELOs may be regarded as the core of the postgraduate programme.

9.2 The second category are ELOs applicable to clinical specialisations.

9.3 The third are ELOs applicable to nursing education.

9.4 The fourth are ELOs applicable to Health services management.

The second to the fourth categories of the ELOs may be regarded as the electives of the postgraduate programme as presented in Tables 3-6 hereunder.

Table 3: First category- Exit level outcomes and associated assessment criteria applicable to all specialisations

Exit Level Outcomes	Associated Assessment Criteria
<p>1. Practices and facilitates specialist nursing or midwifery, nursing education or health services management within ethical-legal parameters of the profession.</p>	<p>1.1 Personal attributes and behaviour demonstrates conformity to the relevant code of ethics in the practice of specialist nursing or midwifery, nursing education and health services management.</p> <p>1.2 Critical decision making and moral reasoning models and principles are used to make clinical judgements and resolve ethical dilemmas within the specialist practice.</p> <p>1.3 Accountability for own professional judgement, actions, outcomes of specialist care, nursing education or health services management provided and continued competence are demonstrated.</p> <p>1.4 The relevant current legislation, policies, regulations and guidelines pertaining to specialist practice or nursing education or Health Services Management are identified and applied.</p> <p>1.5 All care activities are documented accurately, comprehensively and timeously taking into account the legal requirements for record keeping.</p> <p>1.6 Demonstrate knowledge of the nurse specialist or midwife specialist role in the management of Professional misconduct and risks taking into consideration the institutional protocols, protocols and ethical-legal framework.</p>

<p>2. Applies the knowledge of and facilitates evidence-based practice, nursing education or management in the specialist field to solve contextual problems and develop policies and guidelines.</p>	<p>2.1. Engagement in specialist practice, demonstrates understanding of and the process of evidence-based practice,</p> <p>2.2. Application of evidence based specialist practice, nursing education and health services management takes into consideration the appropriate methodology of gathering evidence for practice, education and management, for example, systematic or scoping reviews, and appraisal of articles, practice based-research and publication.</p> <p>2.3. Use of evidence based practice, nursing education and health service management demonstrates knowledge of and critical analysis of the various levels of evidence.</p>
<p>3. Appraises and develops self, peers and nurse/midwife specialist students by facilitating self-directedness/leadership and lifelong learning to maintain competence.</p>	<p>3.1 Leadership skills are demonstrated through application of appropriate leadership styles, principles and theories of health services management.</p> <p>3.1 Continuous Professional Development (CPD) for self and others is effectively facilitated for lifelong learning by creating a positive learning climate in the workplace through the processes of mentorship, preceptorship, supervision, performance appraisal, etc.</p> <p>3.2 Engagement in performance appraisal demonstrates understanding of the purpose and processes of the performance management and development system.</p> <p>3.3 Feedback gained from self-reflection, peers, students, management and other relevant stakeholders is utilised to improve effectiveness in the specialist role.</p> <p>3.4 Demonstrates understanding of the various risk factors that impact on health and wellness within the workplace and applies strategies to care for self, peers, employees and students.</p>
<p>4. Facilitates advocacy for the profession and provision of specialist professional support for personnel, patient or client, families and communities.</p>	<p>4.1 Demonstrates understanding of the purpose of the advocacy role for a nurse specialist or midwife specialist practice.</p> <p>4.2 Advocacy principles are applied to ensure safe and quality care/ in various healthcare settings or nursing education or health services management or.</p> <p>4.3 Demonstrates use of appropriate communication skills and channels in facilitating advocacy.</p>



	<p>4.4 Demonstrate ability to lobby and or participation in interest groups to influence legislation and policy affecting the role performance.</p>
<p>5. Engages in planning, commissioning and managing a specialist unit, an educational entity or a health service.</p>	<p>5.1 Demonstrate understanding of levels and or classification of the respective specialist units, health services or educational entities.</p> <p>5.2 Commissioning task takes into consideration the burden of diseases and priority services as determined by current events.</p> <p>5.3 Participation in the evaluation of the existing specialist unit, health or education entity demonstrates knowledge of guidelines for provisioning a specialist unit/ health service or educational entity.</p> <p>5.4 5.4 Engagement in planning and commissioning demonstrates understanding of the role and responsibilities in this task within the inter and intra-professional team.</p>
<p>6. Engages in scholarly activities to inform evidence-based practice, education or management.</p>	<p>6.1 Practice in the respective specialisations demonstrates knowledge of appropriate search engines and data bases for review of literature to inform evidence based practice, nursing education and health services management.</p> <p>6.2 Appropriate methods are used to generate evidence for utilisation in specialist practice (e.g. research, systematic reviews etc.) education and health services management.</p> <p>6.3 Demonstrates awareness of the peer reviewed journals and use for sharing of evidence.</p> <p>6.4 Activities in the specialist practice, education and health services management are based on scientifically proven evidence.</p> <p>6.5 Actively participates in inter and intra-professional dialogues, debates or discourses in quality improvement.</p>
<p>7. Utilises, manages and communicates data to support decision-making and research.</p>	<p>7.1 Documents all data/information gathered in the context of the specialist practice, education and health services for utilisation and storage in accordance with the set standards.</p> <p>7.2 Demonstrate utilisation of comprehensive data, information and emerging evidence pertinent to the respective specialist practice.</p> <p>7.3 Problem identification, diagnoses and opportunities for improvement are based on gathered and critically analysed assessment data from the</p>

	<p>patients/clients, families, communities, students or employees including current scientific evidence.</p> <p>7.4 Documentation demonstrates respect for intellectual property and is without plagiarism.</p>
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TABLE 4: Second category-exit level outcomes and associated assessment criteria applicable to clinical specialisations (including ELOs outlined in Table 3)

Exit Level Outcomes	Associated Assessment Criteria
<p>1. Renders and co-ordinates patient-centred specialist nursing or midwifery practice within a continuum of care using the scientific approach, integrating biomedical and psychosocial sciences including advanced pharmacology.</p>	<p>1.1 Demonstrates understanding of the position of own specialist service within the health care system.</p> <p>1.2 The nurse or midwife specialist is conversant with the full range of services within the specialist area of practice.</p> <p>1.3 Specialist care rendered integrates promotive, preventive, curative, rehabilitative and palliative care in a healthcare continuum.</p> <p>1.4 Knowledge, skill and attitudes involves rendering specialist care is in accordance with national and international standards and protocols of the specialist field.</p> <p>1.5 Formulated nursing or midwifery diagnoses are congruent with the patient's/client's clinical manifestations/data, and are based on accurate analysis and interpretation of data obtained from scientific, laboratory, diagnostic, technological and psychosociocultural assessment including consultation of relevant/current literature/evidence.</p> <p>1.6 Planned nursing or midwifery interventions are individualised considering patient's/client's needs, values, beliefs, preferences, culture and contextual variables, for example, disease burden, health risks, national priorities, etc.</p> <p>1.7 Planned nursing or midwifery interventions are based on formulated nursing diagnoses, and application of specialised knowledge and skills (competencies) including advanced pharmacology in collaboration with the inter- and intra-professional team.</p>

	<p>1.8 Planned nursing or midwifery interventions are implemented timeously, accurately, safely and effectively in accordance with set evidenced-based standards, guidelines, protocols, algorithms etc. specific for the specialist field.</p> <p>1.9 Health care interventions are planned in collaboration with the patient or client, family and relevant members of the health care team.</p> <p>1.10 Nursing interventions include preparation of patients/clients, families, and nurses in the lower level care for continued care in the hospital and community in accordance with the health status and health literacy of the patient/client.</p> <p>1.11 Nursing or midwifery interventions are documented and revised timeously and effectively based on critical analysis of the monitoring and evaluation data and reaching a sound clinical judgement.</p>
<p>2. Mobilises appropriate resources to implement standards of practice relevant to the area of specialisation, to ensure quality patient care and safety.</p>	<p>2.1 Demonstrates understanding of the infrastructure and equipment needed in the specific area of specialisation.</p> <p>2.2 Rendered care demonstrates ability to operate and monitor the equipment used in the specialist area.</p> <p>2.3 Sound asset management principles are employed to ensure appropriate, adequate, well maintained and up to date equipment.</p> <p>2.4 Assignment of staff to nursing care takes into consideration the specialist qualification and its competencies, experience, standard nurse patient ratios for the area of specialisation, job description and skill mix.</p>
<p>3. Collaborates within the inter- and intra-professional team by engaging in health dialogue, shared leadership, decision making and sound clinical judgement.</p>	<p>3.1 Practice problems in the specialist area are identified, shared and collaboratively solved by informed decisions and sound clinical judgement</p> <p>3.2 Consultation is sought and provided appropriately and timeously in the provision of holistic care in a healthcare continuum through awareness of one's competence.</p> <p>3.3 Patient referral is carried out appropriately and timeously as dictated by the patient's</p>

	<p>condition and in accordance with the referral guidelines.</p> <p>3.4 Participation in the inter- and intra-professional team is promoted, visible and recognised by the members of the team.</p>
<p>4. Participates in the design, development, implementation and evaluation of nursing policies, programmes and projects at provincial or national level.</p>	<p>4.1 Participation in the development of policies, programmes and projects demonstrates understanding of the steps in and or levels of the development of policies, programmes and projects.</p> <p>4.2 Participation in project and policy development demonstrates knowledge of own role and responsibilities within the inter- and intra-professional policy/project team.</p> <p>4.3 Participation in policy development, programme and project development demonstrates advocacy for the nursing profession and patients/clients, families and communities in the specialist area.</p> <p>4.4 Participation in project development includes appropriate communication (negotiation, bargaining, assertiveness, persuasion, etc.).</p> <p>4.5 Timely and adequate feedback to relevant stakeholders is provided as necessary.</p>
<p>5. Develops and implements institutional policies, protocols, and guidelines in the area of specialisation, utilising the process of change management in improvement of quality of care.</p>	<p>5.1 Demonstrates knowledge of the process and or steps of development of policies, standards, guidelines and protocols.</p> <p>5.2 The process of development of policies, standards, protocols and guidelines involves the relevant and pre-determined stakeholders.</p> <p>5.3 The process of development and evaluation or testing of guidelines and protocols uses the appropriate methods.</p> <p>5.4 Implementation of the new policies, protocols and guidelines to the specialist area demonstrates understanding and application of the change process.</p> <p>5.5 Developed policies, protocols and guidelines are collaboratively revised at appropriate intervals and approved as per the institutional policy for the specialist area.</p>

Table 5: Third category-Exit level outcomes and associated assessment criteria applicable to Nursing Education (including ELOs outlined in Table 3)

Exit Level Outcomes	Associated Assessment Criteria
<p>1. Designs, implements, evaluates or reviews a programme or curriculum for teaching and learning of nurse specialist /midwife specialists.</p>	<p>1.1. The curriculum design and review Demonstrates understanding of the determinants of a curriculum, for example, health and education legislation, regulation or policies, health determinants (biological, physical, socioeconomic, cultural, lifestyle, community, demographic patterns), Health and disease burden, professional opportunities for development of new roles, etc.)</p> <p>1.2 Relevant national and professional legislation and regulations including institutional standards are used to evaluate the management of an educational programme.</p> <p>1.3 Curriculum design is aligned with the mission, vision and philosophy of the Nursing Education Institution (NEI) and the context in which it is operating.</p> <p>1.4 Curriculum design or review for accreditation demonstrate knowledge of the components and criteria used to assess a curriculum</p> <p>1.5 Curriculum design takes the specialist roles and competencies into consideration.</p> <p>1.6 Curriculum is regularly reviewed and revised according to the changes in the context.</p> <p>1.7 Curriculum design and revision demonstrates inter- and intra-professional collaboration for other sciences and engagement of any other relevant stakeholders, for example, the clinical counterparts.</p> <p>1.8 Programme/curriculum implementation takes into cognisance the availability of all other relevant elements/ features e.g. legal frameworks, budget, human resources corporate services and culture.</p>
<p>2. Facilitates teaching and learning of students, patients/clients, families and communities in conducive theoretical, simulation, online and clinical learning environments.</p>	<p>2.1 Learning is facilitated in variety of settings as relevant, such as, classroom, clinical, simulated settings and other relevant teaching and learning platforms including, e-learning and online.</p> <p>2.2 Teaching and learning paradigms or strategies are applied appropriately according to maturity of students or health literacy of the health care users.</p>

	<p>2.3 Learning outcomes, teaching and learning approaches and assessment demonstrate critical analysis of the different knowledge taxonomies and are aligned accordingly.</p> <p>2.4 Teaching and learning facilitate critical and reflective thinking and such opportunity is created for the students</p> <p>2.5 All teaching and learning activities are planned and structured with some accommodation to allow flexibility such as, student learning styles and capabilities.</p> <p>2.6 Teaching and learning empowers students to utilise relevant learning resources appropriately.</p> <p>2.7 Engagement in teaching and learning demonstrates appropriate personal attributes (integrity, confidence, flexibility, mastery of subject matter, etc.), role model teaching and facilitate learning.</p> <p>2.8 Utilises teaching and learning media/resources to facilitate learning of students.</p>
<p>3. Engages in and facilitates assessment and evaluation of learning.</p>	<p>3.1 Assessment and evaluation of learning demonstrate understanding of the various methods and principles of learning</p> <p>3.2 The assessment and evaluation of learning takes into consideration the level of study of students</p> <p>3.3 Assessment of learning and evaluation is in line with the curriculum approach, e.g. problem or case based approach.</p> <p>3.4 Integrated assessments are planned, developed, executed, monitored and evaluated.</p> <p>3.5 Principles of assessment and predetermined assessment criteria are applied in the development of assessment tasks and tools as well as execution of assessments.</p> <p>3.6 Utilises assessment and evaluation data to enhance the teaching and learning process through provision of timely, constructive and thoughtful feedback to students.</p> <p>3.7 Facilitation of all assessment and moderation takes into consideration assessment principles in terms of in terms of setting, invigilation, marking and moderation.</p> <p>3.8 Security measures are ensured to protect the integrity and publication of the assessments.</p>

<p>4. Applies the knowledge of and facilitates the management of the nursing education institution.</p>	<p>4.1 All teaching and learning activities are coordinated and aligned to the strategic plan of the NEI and the whole Higher Education Institution.</p> <p>4.2 Appropriate teaching and learning infrastructure and resources are mobilized and utilized within the available budget to optimize teaching and learning practices.</p> <p>4.3 Resources are developed, serviced and maintained up to date to keep the teaching and learning in line with changes in the professional and contextual trends.</p> <p>4.4 Participation in the governance structures of the Higher education institution is visible and earns recognition of nursing education.</p> <p>4.5 Different dimensions of quality assurance and improvement are critically analysed and implemented to ensure accepted educational standards and integrity of the programme.</p> <p>4.6 Coordination of the teaching and learning activities programmes takes into consideration the national, regulatory and institutional requirements of the programme</p>
<p>5. Participates in and facilitates internal and external review of the nurse/midwife specialist programme/curriculum at all levels.</p>	<p>5.1 Regular internal and external reviews of the curriculum or programme demonstrate awareness of the institutional, professional and national standards and criteria for accreditation and evaluation of a programme.</p> <p>5.2 Curriculum and programme reviews engage relevant stakeholders to ensure diverse views and inclusiveness.</p> <p>5.3 The review data of the curriculum is shared with relevant stakeholders and utilised to revise and update the curriculum in the highly dynamic healthcare environment.</p>

TABLE 6: Fourth category- Exit Level Outcomes and Associated Assessment Criteria applicable to Health Services Management (including ELOs outlined in Table 3)

Exit Level Outcomes	Associated Assessment Criteria
<p>1. Participates in the development and implementation of the strategic and</p>	<p>1.1. Participation in strategy development and review demonstrates knowledge of the purpose,</p>

<p>operational plans including key institutional policies.</p>	<p>steps, components and determinants of the strategic plan, for example, the dynamic physical, socio-political, cultural, economic, technological, legislative (e.g. National condition of Employment Act, Labour relations Act, Occupational and Safety Health Act et) and regulatory environments including stakeholder requirements.</p> <p>1.2.Strategic and operational planning involves relevant stakeholders to nursing.</p> <p>1.3.Principles and theories of health services management and leadership are applied in the execution of the strategic and operational plan.</p> <p>1.4.Directs and coordinates the nursing activities towards achievement of relevant strategic and operational goals.</p>
<p>2. Manages resources for the effectiveness and efficiency of a health care facility or unit.</p>	<p>2.1.Relevant material resources are mobilized and utilised optimally.</p> <p>2.2.Mobilization of resources demonstrates understanding and application of the supply chain management processes</p> <p>2.3.Sound asset management principles are employed to ensure elimination of waste and cost containment.</p> <p>2.4.Participates in recruitment of employees that are fit for purpose through effective talent management.</p> <p>2.5 Human resources are retained through effective talent management as demonstrated by fair development and succession planning including promotion opportunities.</p>
<p>3. Engages in the organisation and coordination of the nursing and midwifery activities, functions and responsibilities to align them to the strategic goals.</p>	<p>3.1 Applies knowledge of the characteristics of positive practice environment and organisational culture for health professionals to ensure a conducive setting for achievement of the goals of the healthcare facility.</p> <p>3.2 Delegation of authority demonstrates knowledge and application of principles and processes of delegation.</p> <p>3.3 Nursing activities, functions and responsibilities are directed, coordinated and aligned to the strategic goals.</p> <p>3.4 Nursing activities and functions are integrated and contained within the budget.</p> <p>3.5 Risks inherent in the nursing activities and functions are identified and mitigated.</p>



	3.6 Communication within the organisation is effective and persuasive where relevant, e.g. to prompt change in behaviour, values, beliefs and preferences.
4. Collaboratively facilitates internal and external measurement of performance or accreditation of the health facility based on the set standards.	<p>4.1 Management practice demonstrates understanding of the purpose and the accreditation process.</p> <p>4.2 Preparation for accreditation of the health facility demonstrates understanding and application of the set performance standards.</p> <p>4.3 Accreditation outcomes are critically analysed and corrective action considered</p> <p>4.4 Engagement in the accreditation of the health facility demonstrates equal participation and visibility of nursing e.g. peer review.</p>
5. Initiates innovative projects based on regular evaluation and review of the strategic plan for achievement of its goals, utilising the process of change management.	<p>5.1.Engagement in the innovative project demonstrates relevant leadership skills to plan and implement change</p> <p>5.2.Planning and implementation of the innovative projects applies theories and process of change management.</p> <p>5.3 The innovative project is based on scientific evidence</p>
6. Establishes links with the external local, regional, national and international environments to achieve best practice and a healthy competitive position.	<p>6.1 Management practice demonstrates understanding of the need for and purpose of connectedness with the external environment and its purpose, for example, exchange of information or services, peer review and develop professional or social contacts including marketing the health facility for competitiveness.</p> <p>6.2 Demonstrates awareness of technology and techniques to use to connect with remote external environments, namely, email, Skype, Telemetry or Video Conferencing, Webinar, Zoom, etc.</p> <p>6.3 Demonstrates the necessary networking, bargaining and negotiation skills to establish links.</p> <p>6.4 Communication is maintained though consultation with all stakeholders</p>

## 10. CRITICAL CROSS-FIELD OUTCOMES

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

- 10.2 Work effectively with others as member of a team, group, organisation or community.
- 10.3 Organise and manage oneself and one's activities responsibly and effectively.
- 10.4 Collect, analyse, organise and critically evaluate information.
- 10.5 Communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written persuasion.
- 10.6 Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- 10.7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- 10.8. In order to contribute to the full personal development of each learner and the social, 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:
- 10.8.1. reflecting on and exploring a variety of strategies to learn more effectively;
  - 10.8 2. participating as responsible citizen in the life of local, national and global communities;
  - 10.8.3. being culturally and aesthetically sensitive across a range of social contexts;
  - 10.8.4. exploring education and career opportunities; and
  - 10.8.5. developing entrepreneurial opportunities.

## 11. ASSESSMENT OF LEARNING

### **Integrated Assessment**

Assessment should be aligned with the prescripts of the regulation in relation to the approval and the minimum requirements for the education and training of the student leading to registration as a Nurse Specialist or Midwife Specialist.

## 12. PROGRESSION

Completion of the Post Graduate Diploma meets the minimum entry requirement for admission to a cognate Master's degree at NQF Level 9, usually in the area of specialisation of the postgraduate diploma.

## 13. INTERNATIONAL COMPARABILITY

Registered Nurses who qualified from the programmes which led to registration of additional qualifications are highly employable internationally. It is envisaged that the new Post graduate Diploma programmes leading to registration as Nurse Specialist or Midwife Specialist will even be more employable internationally because of the alignment of the programme to the National qualifications framework.

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