



South African Nursing Council

(Under the provisions of the Nursing Act, 2005)

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HIGHER CERTIFICATE: AUXILIARY NURSING QUALIFICATION FRAMEWORK

SAQA QUAL ID	QUALIFICATION TITLE			
N/A	Higher Certificate: Auxiliary Nursing			
ORIGINATOR		REGISTERING/RECORDING PROVIDER		
SANC		N/A		
QUALITY ASSURING BODY				
SANC AND CHE				
QUALIFICATION TYPE	FIELD		SUBFIELD	
Higher Certificate	Field 09 – Health Sciences and Social Services		Promotive, Health and Developmental Services (Curative)	
ABET BAND	MINIMUM CREDITS	OLD NQF LEVEL	NEW NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	Level 5	Whole Qualification

This qualification does not replace any other qualification and is not replaced by any other qualification. This qualification is developed in terms of category as prescribed in the Nursing Act, 2005 (Act No 33 of 2005).

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose

The qualification serves to provide learners with the basic knowledge, affective, cognitive and conceptual tools and practical techniques for additional higher education studies in nursing. The knowledge emphasizes general principles and their application in the provision of basic nursing care. This qualification signifies that the learner has attained a basic level of higher education knowledge and competence in nursing and is capable of applying such knowledge and competence in the workplace.

The qualification aims to:

- Produce nurses that will provide basic nursing care in all spheres of health care service delivery
- Provide the nurse with a wide range of cognitive, affective and psychomotor skills
- Hone skills in assessment, planning and implementation basic nursing care
- Develop writing and oral communication skills

Attributes

The nurse who completes this qualification will be able to:

- Apply knowledge of theory and practice of basic nursing care
- Assess, plan, implement and evaluate basic nursing care for individuals and groups throughout the life span
- Demonstrate professionalism when rendering basic nursing care

Rationale

A first level nurse, capable of delivering skilled basic nursing care, is essential to health care in a variety of settings. Combining nursing care with prevention and promotion makes this nurse a strong primary health care worker. The competence of this first level nurse will be in line with the recommendation of the Pick Report nurse training to be expanded to include essential skills needed in the community.

This person works under the supervision of a nurse with a National Diploma or Degree in Nursing within the applicable scope of practice.

The rationale is to provide independently in a variety of health care settings within the relevant legal and ethical parameters.

ADMISSION REQUIREMENTS

Access to this qualification is National Senior Certificate or an equivalent qualification at exit level 4

LEARNING ASSUMED TO BE IN PLACE

- Communication Level 4
- Mathematical literacy Level 4
- Life Sciences Level 4
- Computer Literacy Level 3

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) for access to this qualification or credit bearing exemptions, an application must be submitted according to the RPL policy of the Nursing Education Institution for individual assessment

QUALIFICATION REQUIREMENTS:

In terms of current relevant legislation:

- The Nursing Education Institution (NEI) is required to register learners with the South African Nursing as for the duration of the period of training
- The NEI can only offer programmes and accept students for approved and accredited qualification
- Learners must have access to approved clinical facilities according to training regulations issued by SANC that has a Memorandum of Agreement in place.

QUALIFICATION RULES

TOTAL Credits: 120 of which 72 credits must be acquired in appropriate and accredited clinical facilities and 70% of clinical acquired credits must be supervised and mentored.

ARTICULATION OPTIONS

The Higher Certificate in Auxiliary Nursing, articulates with the National Diploma in Nursing

QUALIFICATION MATRIX

	THEORY CREDITS	WORK INTEGRATED LEARNING PRACTICAL CREDITS	TOTAL CREDITS
1. FUNDAMENTAL	16		16
2. CORE	32	72	104
TOTAL:	48	72	120

Note to table:

Hours are interpreted as notional hours (1 credit = 10 notional hours)

720 Hours work integrated learning (which can be work-based, clinical skills laboratory or other clinical experiences) of which 70% must be supervised and mentored.

EXIT LEVEL OUTCOMES

1. Apply basic knowledge of anatomy, physiology, biophysics, pharmacology and microbiology in the provision of nursing care.
2. Communicate effectively in a variety of ways in a nursing context.
3. Use the scientific nursing approach to address the basic needs of individuals and groups in a various health care settings.
4. Demonstrate appropriate methods of interacting sensitively and professionally with people from diverse backgrounds.
5. Maintain professionalism in nursing practice within the ethical and legal framework.
6. Participate in addressing the needs of individuals and groups in a community

FUNDAMENTAL	
EXIT LEVEL OUTCOME	ASSOCIATED ASSESSMENT CRITERIA
1. Apply basic knowledge of anatomy, physiology, biophysics, pharmacology and microbiology in the provision of nursing care.	1.1 Understanding of macro body structure and functioning is demonstrated by the nursing care provided, in accordance with the relevant scope of practice. 1.2 An understanding of the structure and functioning of anatomy, physiology, biophysics, pharmacology and microbiology is demonstrated in the provision of nursing care
CORE	
EXIT LEVEL OUTCOME	ASSOCIATED ASSESSMENT CRITERIA
2. Communicate effectively in a variety of ways in a nursing context.	2.1 Oral and written communication is maintained to promote effective fundamental nursing care. 2.2 Written communication is clear, relevant and unambiguous. 2.3 Non-verbal communication is congruent with oral communication.

<p>3. Use the scientific nursing approach to address the basic needs of individuals and groups in a various health care settings</p>	<p>3.1 Individual and/or group health care plans across the health-illness continuum are implemented and evaluated in collaboration with other members of the health care team.</p> <p>3.2 Information obtained from continuous monitoring of responses to nursing interventions is correctly applied to the individual or group.</p> <p>3.3 Appropriate emergency care and first aid principles in respect of:</p> <ul style="list-style-type: none"> • Treatment of injuries and accidents • Basic life support is applied.
<p>4. Demonstrate appropriate methods of interacting sensitively and professionally with people from diverse backgrounds.</p>	<p>4.1 Basic nursing interventions are implemented with sensitivity to people of diverse backgrounds.</p>
<p>5. Maintain professionalism in nursing practice within the ethical and legal framework.</p>	<p>5.1 Recording of data is done in compliance with legal criteria.</p> <p>5.2 Patient records are maintained accurately, concisely and systematically, to reflect the basic nursing care rendered.</p> <p>5.3 Confidentiality and integrity of patient information are maintained in interaction with patients and others.</p> <p>5.4 Displaying adherence to professional code of conduct in provision of nursing care</p>
<p>6. Participate in addressing the needs of individuals and groups in a community.</p>	<p>6.1 Health promotion programmes are implemented.</p>

CRITICAL CROSS-FIELD OUTCOMES

1. Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
2. Working effectively with others as a member of a team, group, organisation or community.
3. Organising and managing oneself and one`s activities responsibly and effectively.
4. Collecting, analysing, organising and critically evaluating information.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

ASSESSMENT OF LEARNING

Integrated Assessment

All assessment should be conducted in line with assessment policy of the NEI

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.