



Government Gazette

REPUBLIC OF SOUTH AFRICA

Vol. 483 Pretoria 9 September 2005 No. 28002



AIDS HELPLINE: 0800-0123-22 Prevention is the cure



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Auxiliary Nursing

SAQA QUAL ID	QUALIFICATION TITLE		
49993	National Certificate: Auxiliary Nursing		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Nursing	Health Sciences and Social Services		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	160	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Learners credited with this qualification are able to render fundamental nursing care in collaboration with other members of the health team and with the involvement of individuals and communities in the provision of preventive, promotive, curative and rehabilitative health care.

Qualifying learners will have obtained a fundamental level of knowledge and competence in nursing and should be able to apply this knowledge in all health care settings where basic nursing care is required. The learner works under the supervision of a currently registered or enrolled nurse within the applicable scope of practice.

Rationale:

A first level nurse, capable of delivering skilled fundamental nursing care, is essential to health care in a variety of settings, such as geriatric care facilities, hospitals and clinics.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > Communication at NQF level 2
- > Mathematical Literacy at NQF level 2

Recognition of Prior Learning

Learners may provide evidence of prior learning for which they may receive credit towards the qualification by means of portfolios, other forms of appropriate evidence and/or challenge examinations as agreed to between the relevant provider and relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Access to Qualification

Any learner who has successfully completed ten years of formal schooling, or who has successfully completed a NQF Level 2 qualification may access this qualification.

Access to the course:

Providers must ensure that:

- > Learners are enrolled as learners with the South African Nursing Council.
- > Learners have access to a provider accredited by the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA for clinical learning.
- > Workplace experience complies with the requirements of the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

QUALIFICATION RULES

In order to be accredited with this qualification, learners are required to achieve all 57 credits of the fundamental component, all 95 credits of the core component and at least 8 credits from the elective component.

EXIT LEVEL OUTCOMES

1. Apply foundational knowledge of anatomy, physiology, biophysics and microbiology in the provision of nursing care.
2. Communicate in a variety of ways in a nursing context.
3. Use mathematics in a nursing situation.
4. Participate in addressing the needs of individuals and groups in a community.
5. Participate in the implementation of basic nursing care.
6. Demonstrate understanding of appropriate methods of interacting sensitively and professionally with people with diverse backgrounds.
7. Maintain professionalism in nursing practice.

Critical Cross-Field Outcomes:

- > Problem solving/Make decisions:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
 - > Maintain professionalism in nursing practice.
- > Team work:
 - > Communicate in a variety of ways in a nursing context.
 - > Demonstrate understanding of appropriate methods of interacting sensitively and professionally with people with diverse backgrounds.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
- > Organising:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
- > Information:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
 - > Maintain professionalism in nursing practice.
- > Communication:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Demonstrate understanding of appropriate methods of interacting sensitively and professionally with people with diverse backgrounds.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.

- > Maintain professionalism in nursing practice.
- > Science and Technology:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
 - > Maintain professionalism in nursing practice.
- > Related systems:
 - > Apply foundational knowledge of anatomy and physiology in the provision of nursing care.
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
 - > Maintain professionalism in nursing practice.
- > Personal development:
 - > Communicate in a variety of ways in a nursing context.
 - > Use mathematics in a nursing situation.
 - > Demonstrate understanding of appropriate methods of interacting sensitively and professionally with people with diverse backgrounds.
 - > Participate in addressing the needs of individuals and groups in a community.
 - > Participate in the implementation of basic nursing care.
 - > Maintain professionalism in nursing practice.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Fundamental understanding of macro body structure and functioning is demonstrated by the nursing care provided, in accordance with the relevant scope of practice.
- > An understanding of the structure and functioning of micro-organisms is demonstrated in the provision of nursing care.

2.

- > Oral and written communication is maintained to promote effective fundamental nursing care.
- > Written communication is clear, relevant and unambiguous.

3.

- > Mathematical functions are used correctly to address needs of the patient such as correct fluid balance and nutrition.
- > Mathematical signs and symbols are correctly used.

4.

- > Health promotion programmes are implemented under supervision of other members of the health team.

5.

- > 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.
- > Information obtained from continuous monitoring of responses to nursing interventions is correctly applied to the individual or group.
- > Appropriate emergency care and first aid principles in respect of:
 - > Treatment of injuries and accidents.
 - > Emergency deliveries.
 - > Basic life support is applied.

6.

- > Fundamental nursing interventions are implemented with sensitivity to people of diverse cultural, religious and socio-economic backgrounds.