South African Nursing Council
Regulating nursing, advocating for the public

CURRICULUM SUBMISSION TEMPLATE FOR NURSING EDUCATION INSTITUTIONS

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PART ONE

PREAMBLE AND BACKGROUND

According to the Nursing Act (Act No. 33 of 2005) Chapter 1 section 4 (2) (f), the Council may accredit nursing education institutions and nursing education programmes and monitor all assessments by education and training providers in accordance with this Act or any other law. Furthermore, the Council may, according to section 4 (2) (g) carry out quality control inspections in accordance with the prescribed conditions.

To this effect, the SANC provides this tool/template to assist NEIs for guidance purposes on development and submission of programmes applied for. SANC pays audit visits NEIs and prospective NEIs, to verify on site some of the information claimed by these NEIs or prospective NEIs.

This template should be used with the following legislative framework:

- Nursing Act (Act No. 33 of 2005)
- Policy and procedure for accreditation
- Education and training guidelines and the qualification frameworks
- Regulations relating to the accreditation of institutions as Nursing Education Institutions (Government Notice No. R 173 of 08 March 2013)
- Relevant scopes of practice and or competencies
- Regulations regarding Fees and Fines payable to the South African Nursing Council (Government Notice NO. R.170 of 8 March 2013)
- Other relevant documents

INSTRUCTIONS FOR THE USE OF THIS TEMPLATE

- The completed template should accompany the application for accreditation of programmes by SANC.
- Separate indexed file(s) with accompanying evidence should be submitted (uploaded) for each criterion where needed.
- Evidence should be attached as numbered annexures in line with each criterion.

- The template contains four (4) columns:
  - Column one (1) consists of sub criteria (the NEI is not allowed to add any information)
  - Column two (2) narrate
  - Column three (3) predominantly for uploading documents as evidence per specific criterion
  - Column four (4) for use by the SANC office
- The review for accreditation is conducted on evidence based approach. It is therefore the responsibility of the NEI to provide sufficient evidence.
- Please note that incomplete documents can result in delay of the process or in rejection of the application.
- Where the same document is required to fulfil different.
- Please note that an evaluation fee to SANC is payable as regulated by regulations regarding fees and fines payable to the South African Nursing Council in terms of Regulation No. 170 of 8 March 2013.
- The template has been developed for online accreditation however it will serve as guide for manual submission but the intention really is for online submission.

DRAFT CURRICULUM SUBMISSION TEMPLATE FOR:

- Application for accreditation of the nursing education institution
- Application for approval of the nursing programme
- Application for approval of clinical facility (ties)

DATE OF SUBMISSION:

CRITERIA	COMPLETE REQUIRED INFORMATION	UPLOAD DOCUMENTS	FOR SANC OFFICE USE
1. INSTITUTIONAL AND PROGRAMME DETAILS			
1.1. Registered name of the NEI			
1.2. SANC reference number if an existing NEI			
1.3. Registration number as a higher Education institution (if applicable)		Certificate of registration	
1.4. Name of the programme applying for (reflect designator or qualifier) (whichever is applicable) 1.4.1 NQF Level			
1.5. SANC regulation relevant to the programme			
1.6. Professional registration awarded from the programme			
1.7. Location of the NEI 1.7.1. Province, 1.7.2. GPS Coordinate (if available)			
1.8. Permanent physical address			

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1.9. Accessibility of the NEI and clinical facilities in terms of public transport			
1.10. Postal address			
1.11. Contact details of the institution: (this may include Departments/Schools of Nursing Science)			
1.11.1. Telephone			
1.11.2. Landline,			
1.11.3. Fax,			
1.11.4. E-mail and			
1.11.5. Website			
1.12. Details of the Person in charge of the NEI (this include Departments/Schools of Nursing Science)			
1.12.1 Names and Surname			
1.12.2. SANC Reference number			
1.12.3. Telephone number			
1.12.4. Landline			
1.12.5. Cell phone			
1.12.6. Fax,			
1.12.7. E-mail			
1.12.8. Website			
1.13. Evidence of ownership/ renting/lease agreement (where applicable)		• Lease agreement/Title deed	
1.14. Proof of registration as a company (where applicable)		• CIPRO Registration Certificate	

CRITERIA	COMPLETE REQUIRED INFORMATION	UPLOAD DOCUMENTS	FOR SANC OFFICE USE
1.15 Details of the programme			
1.15.1 Name of the programme applying for			
1.15.2 Qualification Type			
1.15.3 NQF Level of the programme			
1.15.4 Credits			
1.15.5 Qualifier/s			
1.15.6 Designator (where applicable)			
1.15.7 Field and Sub-field in which the programme falls			
1.15.8 Duration of the programme			
1.15.9 Mode of offering (e.g. contact, distant or blended)			
1.15.10 Full time or Part time			
1.15.11 Articulation possibilities			
1.15.12 International comparability			
1.16 Date of intended first offering of the programme			
2. PROGRAMME DESIGN			
2.1. Vision of the NEI			
2.2. Mission of the NEI			
2.3. Core values of the NEI (define)			
2.4. Philosophical underpinning of the programme (give detail)			
2.5. Theoretical or conceptual framework of the programme		• Narrative of a Theoretical or conceptual framework	

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2.6. Curriculum approach			
2.7. Purpose of the programme			
2.8. Rationale of the programme within the context of human resource for health and priorities of the National and international Health Systems and structures (give detail)			
2.9. Include table indicating level descriptors ELOs, AACs aligned to the SAQA			
2.10. Expected graduate Attributes			
2.11. Programme Structure			
2.12. **Map or Qualification matrix for the duration of the programme including:** (refer to qualification frameworks and Education and Training Guidelines) 2.12.1. Modules (Fundamental and Core) and Credits 2.12.2. Associated WIL credits and breakdown 2.12.3. Articulation possibilities 2.12.4. Rules of combination		• Table Illustrating programme matrix	
2.13. Modules structure: 2.13.1. Title/Name 2.13.2. Purpose of the Module 2.13.3. Module code 2.13.4. NQF level		• Table of module structure, all levels where necessary	

CRITERIA	COMPLETE REQUIRED INFORMATION	UPLOAD DOCUMENTS	FOR SANC OFFICE USE
2.13.5. Allocated credits 2.13.6. Total notional hours 2.13.7. Study units and their credit weighting 2.13.8. Associated WIL and credits for each module including distribution of learning time i.e. CPL, LRT and Simulation 2.13.9. Specific outcomes and associated assessment criteria 2.13.10. Duration (semester/year) 2.13.11. Teaching strategy and activities Teaching and learning resources 2.13.12. Pre-requisite, co-requisite modules/units 2.13.13. Assessment weighting and strategies 2.13.14. Moderation options (internal and external) and requirements 2.13.15. Rules of progression per level of study			
3. STUDENT RECRUITMENT, SELECTION AND ADMISSION			
3.1 Evidence that the programme is advertised and that prospective students are informed of the choices available to them		• Recruitment policy • Prospectus/brochure • Prospective advertisement	

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3.2. Admission requirements/criteria including 3.2.1. Relevant subject combination 3.2.2. Provision for candidates who matriculated prior to 2008 3.2.3. Mature age exemption 3.2.4. An equivalent international qualification which allows access to the programme applied for if applicable (list)		• Selection and Admission Policy	
3.3. Recognition of Prior Learning (RPL) for access and proportion considered for RPL considering current national policies for access and 3.3.1 Detailed explanation of how it is applied to the specific programme		• Institutional policy on RPL	
3.4. Learning assumed to be in place; and How the student will bridge the gap if necessary or relevant (explain)			
3.5. Adherence of recruitment, selection and admission policies to the framework of widened access and equity (Explain the quotas of student admission), especially in relation to: 3.5.1. Race 3.5.2. Gender 3.5.3. Age		• Recruitment Policy • Selection and Admission Policy	

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3.5.4. Disability 3.5.5. International students			
3.6. Proposed number of students in relation to the available resources		• List of human Resource	
3.7. Proposed number of Intakes in relation to the available resources (explain)			
3.8. Processes of monitoring the integrity/authenticity of the admission documents		• Policy on student records, • Policy on recruitment, selection and admission • Selection and Admission committee • Certification verification Policy	
4. HUMAN RESOURCES			
4.1. Details of qualifications, experience of academic staff and their responsibilities (including clinical facilitators and preceptors).		• Table of academic staff details (Including SANC Ref. no), qualifications, years of experience for both teaching and clinical practice and responsibilities (including areas or levels of qualification being taught) • Curriculum vitae of academic staff • Academic selection criteria	
4.2. Evidence of the presence of clearly established expectations of lecturers in the respective areas of teaching, practice, research/scholarship and service		• Job descriptions • Orientation/induction programme • Workload distribution plan	

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4.3. Evidence of support for development of academic staff including performance management and incentives		• Performance management and development policy • Skills development policy • Workplace development plan for the current year • Individual development plans	
4.4. Evidence of experience in research and support of Research and scholarship including evidence-based practice		• Sample of independent research and published articles and explain how they were utilized to support evidence based practice	
4.5. Staff student ratios for both theory and experiential learning.			
4.6. Evidence of the presence of relevant support staff for the needs of the NEI (librarian, ICT specialist, financial and HR officers, Laboratory technician, administration clerk, security personnel, etc.)		• List of support staff and their credentials	
4.7. Evidence of established expectations and orientation of part time and adjunct lecturers (if available/utilised).		• Credentials • Job descriptions to include – Number of days and hours to be worked per day	
4.8. Evidence of staff training support on use of teaching and learning equipment to facilitate skills and academic development		• In-service training records	
4.9. Evidence of qualified staff accompanying students in the clinical facilities		• Credentials of clinical facilitators and preceptors	

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\multicolumn 5. TEACHING AND LEARNING STRATEGY			
5.1. Teaching and Learning Strategy		• Teaching and Learning Strategy	
5.2. Teaching and Learning policy and plans to maintain relevance and currency of programme/teaching and learning material and content		• Teaching and Learning policy • Curriculum review committee • Minutes of meeting on curriculum review • Evidence of staff capacitation	
5.3. Evidence of students' active participation		• Teaching strategies and Approach	
5.4. Evidence of identification of academic learning needs and support for students		• Student orientation programme (sample) • Academic, Administrative, ICT and Counseling Support • Student academic support policy • Remedial policy and evidence of attendance for programmes that have been implemented • Give detail of how students at risk/ with unsatisfactory performance are dealt with • Programme and Module evaluation surveys (if any)	
5.5 Evidence of official agreements with the clinical facilities utilized in the programme		• Letter of support from Provincial Department of Health • Situational Analyses of all proposed clinical facilities	

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		• Service level agreements with proposed clinical facilities or • Memorandum of Agreement • Contingency Agreement • Indemnity agreement (MOA)	
5.6 Evidence of placement of students in the experiential learning environment		• Teaching and learning policy • Clinical placement plan • Clinical allocation/ placement schedule • Master Educational plan • Sample or signed student attendance register	
5.7 Evidence of appointment and effective utilization of clinical facilitators and preceptors		• Clinical accompaniment policy • Work Integrated Policy (if separate) • List of clinical facilitators and preceptors • Curriculum vitae of the clinical facilitators and preceptors • Clinical placement Plan • Clinical accompaniment plan • Clinical accompaniment records • Orientation plan	
6. ASSESSMENT POLICIES AND PROCEDURES			
6.1. Assessment strategy		• Assessment Strategy	
6.2. Evidence of the process of monitoring and assessment of theoretical and clinical competence		• Assessment and moderation policy	

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		• Sample of Theoretical evaluation tools, e.g. tests, marking guides, assignments, projects, • Sample of formative and summative clinical evaluation tools	
6.3. Evidence of quality control strategies in terms of formative and summative assessments		• Moderation policy • Moderation reports/guidelines for moderation reports • Sample of specification cognitive hierarchical table	
6.3 Evidence of timeous and effective communication of assessment processes, nature and format of assessment strategies		• Assessment and moderation policy • Study guides Procedure manuals/workbooks	
6.4 Evidence of effective security to maintain integrity of assessment processes, e.g. safe storage and transportation of examination material		• Assessment and moderation policy	
6.5 Confidentiality declaration by assessors, invigilators, administration staff and moderators.		• Sample of confidentiality declaration	
6.6 Evidence of ensuring safety of records of results		• Assessment and moderation policy	
6.7 Evidence of secure processes of publication of results		• Assessment and moderation policy	

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6.8 Evidence of disciplinary process where integrity of assessment process has been contravened/ breached.		• Disciplinary policy • Appeals policy	
7. PHYSICAL, ACADEMIC AND FINANCIAL RESOURCES			
7.1 Availability of prescribed and recommended reading and study material (list)		• List of recent versions Prescribed and recommended books, journals etc. • Budget for books, reading material, journal subscriptions	
7.2. Availability of academic material for the purpose and outcomes of the programme (list)		• Policy on development of learning material • Study/module guides • Workbooks • Procedure Manuals	
7.3 Availability of supportive learning and teaching facilities, for example: 7.3.1 Classroom venues with appropriate technology for all teaching and learning programmes 7.3.2 Library size, equipment, databases, connectivity and relevant staffing, printing and copying equipment 7.3.3 Computer laboratories, size, equipment, and air-conditioning 7.3.4 Clinical facilities varied, considering number of students and intakes and in agreement. (Explain)		• List of physical and material resources • Pictures of the facilities • Inventory of physical and material resources	

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7.4 Internet connectivity in various areas including student residence			
7.5 Evidence of student and staff support to optimally use the library and other resources, e.g. timing, search facility, e-books and e-journals, orientation on library use, relevant staff like subject librarian.		• Library access policy • Borrowing and return policy and procedure	
7.6 Evidence of policies and or guidelines to acquire, keep, maintain, and use academic resources including inter-library loans		• Library access policy	
7.7 Evidence of policy on plagiarism,		• Plagiarism and copyright policy	
7.8 Evidence of financial viability		• 3 years audited financial statement • Narrative by the prospective NEI about the foreseen sustainability • Prospective NEI to provide a plan as to how they will generate funds to sustain themselves	
8. PROGRAMME ADMINISTRATIVE SERVICES			
8.1. Evidence of records of students in the programme, e.g.: 8.1.1 Admissions 8.1.2 Progression 8.1.3 Marks, fees, completion, and graduation		• Contents of student file – Student profile including national Senior Certificate and photo – Student contract – Academic progress report (theory and clinical) – Assessment marks	

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		− Clinical hour/attendance forms − Professional reports from clinical facilities − Payments etc. • Progression and articulation policy • Student transcript or academic record • Graduation policy	
8.2. Evidence of records of students in the programme for the National Learner Records Data Base of SAQA		• Student record policy • Student management system Sample of student record format	
8.3. Evidence of monitoring of student performance to improve chances of success including referral system for slow progressing students to improve throughput.		• Policy of progression/throughput, monitoring, remedial, tutorial programme and referral system for slow progressing students • Student academic policy	
8.4. Evidence of policies to ensure the integrity of the certification processes		• Certification policy	
9. APPEAL PROCESS			
9.1. Evidence of mechanisms and process to address student appeals		• Appeal Policy and process	
9.2. Evidence of accessibility of the appeal policy and process by staff and students (Explain)		• Inclusion in the orientation policy • Appeals procedure to be included in the study guides	
9.3. Evidence of quality appeal process and procedure		• Appeals policy	

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10. QUALITY MANAGEMENT SYSTEM			
10.1. Evidence of engagement with the relevant stakeholders		• Sample of communication with external stakeholders e.g. benchmarking reports, external moderation reports, collaboration reports e.g. minutes of meetings in clinical placement areas, Lecturers exchange programmes	
10.2. Existence of established committees to oversee, develop and monitor educational/academic activities		• Organogram of the NEI including all staff of the NEI • Terms of reference of standing and ad hoc governance and academic committees	
10.3. Evidence of relevant policies and procedures for provisioning of nursing education and training.		• Quality Management Policy • Policies, processes and procedures for monitoring and evaluation of the academic programme	
10.4. Process map or workflow diagrams in relation to quality management with timelines		• Process map	
10.5. Evidence of strategies of quality control and peer review of programme		• Evidence of review of teaching material • Moderation policy (internal and external) • Moderation report • Programme review reports or minutes of meetings	

CRITERIA	COMPLETE REQUIRED INFORMATION	UPLOAD DOCUMENTS	FOR SANC OFFICE USE
		• Peer review outcome • Review by CHE (if already done) • Benchmarking with other NEIs	