**Qualification Ref #: CHS132 – Master of Nursing in Gerontological Nursing**

**CHE Query/Response:**

The section on assessment is incomplete. No information is provided on the assessment purpose and related assessment methods.

**Discipline of Nursing Response:**

**The learning outcomes at module level will be assessed in an integrated way to ensure the achievement of the overall programme learning outcomes.**

* Continuous and formative assessment will be used to assess all learning outcomes in the required modules for this programme.
* Cases studies/Assignments and Seminars will provide the opportunity for formative integrative assessment of knowledge, skills (cognitive and interpersonal) and attitudes regarding contextual and theoretical issues related to gerontology nursing practice.
* Summative assessment in each module includes assessment of the students’ ability to critique current knowledge from international; national and local sources related to gerontology nursing practice.
* In addition summative assessments assess the students’ ability to use reflective practice and problem solving skills in using various methodologies and approaches to assess a research phenomenon related to related to gerontology nursing care.

**Basis of how moderators and external examiners will be selected.**

All modules within the program of the Master of Nursing in Gerontology Nursing will be subjected to an internal moderator and external examination. All moderators will have a Masters Degree relevant to the specialization of Gerontology Nursing. External examiners will have a Masters Degree relevant to the specialization of Gerontology Nursing and will be reviewed by the school board. In addition all examiners of the research thesis will be ratified by the school board. Internal moderators and external examiners will have a minimum of a Masters degree in the relevant specialization of Gerontology Nursing and a publication record in the related field.

**How the assessment in the programme will be moderated and externally examined**

All internal examiners will be the lecturer responsible for the module. Internal moderators will have a masters degree in the relevant specialisation in gerontology nursing not be involved in the teaching of the module being examined. External examiners will be non-UKZN staff with a Masters Degree in gerontology nursing. Their appointment will be ratified at School Board level. External examiners upon accepting the nomination will be provided with the module outline, learning objectives and any relevant specific course material using the UKZN courier service-provider. External examiners will review the standard of the module content as it relates to the requirements of NQF Level 9. In addition external examiners’ will examine the examination questions and students answers in view of program and module objectives.

**How the programme team ensures that moderators and external examiner’s reports are used to improve the quality of teaching and learning and assessment strategies.**

Feedback from internal moderators, external examiners and students is considered during the end of the year programme review in preparation for the following year. The programme review meeting records, specifically proposed program amendments based on feedback and discussion are presented and ratified at Nursing discipline meetings. The academic coordinator of the program monitors changes and improvements to ensure continuous quality improvement.

**Internal and external processes within the programme or School to ensure that feedback from quality assurance processes leads to action for improvement of the programme.**

Module content will be periodically sent to national and international subject experts to review quality and currency, in order to ensure that students are being provided with up-to-date content and practices.

The Quality Promotion and Assurance Unit (QPA) at the university are available to evaluate feedback from students on academic content and on teaching styles of academic staff. These assessments of module content and of the lecturer will be continual and systematic. There will be regular review of these by the head of Discipline, programme coordinator and lecturers with a view for continued improvement and effectiveness of the programme.

There will be an annual programme review by the Discipline of Nursing to evaluate student comments on the module, lecturers and module content in order to improve the quality and delivery of the programme. The School exam board evaluate pass rates; has input into examiner selection; and collates student, supervisor and examiner’s reports. The School Board will oversee student performance by holding examination meetings. Student grades will be logged onto the UKZN Student Monitoring System to monitor students that are at risk. These will be monitored by the module coordinator.

Regular stakeholder input and analyses will be conducted to ensure that the content is meeting their needs and has practical application. Student evaluation for all modules will be compulsory and will feed into the annual programme review, and the external review of the programme. All assessments will be internally moderated, and all modules will periodically be externally moderated. Examination reports from external examiners will be discussed by the School Board and fed back to lecturers. The programme will be evaluated every two years The professional regulation and inspection of the Discipline by the South African Nursing Council also strengthen the quality of the programmes in nursing. Programmes must be approved by the South African Nursing Council based on predetermined criteria for professional nursing education.

**Exit Level Outcomes** will be assessed through **formative assessment** methods that contribute towards 60% and made up of written assignment, clinical case presentation; portfolio of clinical assessment instrument usage. **Summative Assessment** will contribute towards 40% and be made up of a written examination and a clinical examination which will be externally examined.

**Learning Outcomes:**

At the end of the programme, the student should be able to:

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| **Year** | **Assessment Purpose** | **Assessment Methods** |
| 1 | Discuss the philosophical underpinnings of gerontological services, e.g. age as a stratifying principle in society and service delivery, a developmental approach to aging, cultural variations in defining aging and the issues of aging. | Written report |
| 1 | Describe and critique the social theories of aging in the light of aging in African society | Written report |
| 1 | Demonstrate the use of at least one assessment instrument for use with older adults with common medical problems such as dementia, mobility disorders, caregiver strain and elder abuse | Clinical portfolio of assessment of clients using at least one appropriate assessment instrument |
| 1 | Distinguish accurately between pathological and non-pathological findings associated with aging in four major body systems | Clinical Examination of assessment of an elderly client |
| 1 | Facilitate the optimal rehabilitation of elderly clients following acute illness or impairment | Case Presentation of a personalised nursing care plan |
| 1 | Perform a general and a specific assessment of a geriatric person accurately, and identify all aspects of health and lifestyle in need of support or intervention | Case Presentation of a personalised nursing care plan |
| 1 | Distinguish accurately between pathological and non-pathological findings associated with aging in four major body systems | Written report |