Designing relevant nursing programmes: The context

Professor Judith Bruce
(on behalf of the CHE accreditation Committee)
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PURPOSE

• To set the scene for the workshop w.r.t the nursing landscape
  • Contextual overview
  • Current status and challenges
  • National and international trends

• To put nursing programme design in context
No man is an island...
What is the context?

- **Broad geography:**
  - Global
  - Regional
  - National
  - Local?

- **Specific environments:**
  - Legal; policy
  - Education
  - Health
  - Socio-political
  - Regulatory (SANC; CHE etc)
Nurse education: Current status

- Undergraduate/basic nurse education and training in universities and nursing colleges (public sector) and nursing schools (private sector).
- Postgraduate education in universities only, and post-basic training in colleges and nursing schools.
- Thus 2-3 distinct but overlapping locations and control:
  - DoHET
  - DoH
  - Private (hospital) sector
- Regardless of location all are referred to as NEIs.
- In all instances clinical training sites are inextricably linked to nurse education.
- SANC regulates all nurse education and training.
SANC’s role...

- Nursing Act
- Education & Training Standards
- Curriculum framework/guide
- Qualification Standards
- Regulations (Education & Practice)
Nurse education: current challenges

- Educational landscape has changed significantly after 1994
- Nursing profession has been slow to respond, questioning
  - the legitimacy of its NEIs, and
  - the relevance of its programmes
- Political will is lacking; paralysis of leadership
- Split loyalties - from union/professional association
- New nursing qualifications AND new/changed curricula
  - Mixed messages to SANC and NEIs from health ministry
  - Historical capacity issues
- “Sociology of Nursing”
  - Class and gender issues, perpetuating inequalities
  - Persistent disinvestment in all of spheres of nursing
  - Disregard for trends, evidence, guidelines and best practice
What are the global trends?

- WHO
- IOM
- Nursing in higher education
- Evidence
- Global goals
- GAPFON
THE GLOBAL GOALS
For Sustainable Development

1. No Poverty
2. No Hunger
3. Good Health
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Renewable Energy
8. Good Jobs and Economic Growth
9. Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Consumption
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice
17. Partnerships for the Goals

#GLOBALGOALS
What’s trending nationally?

- #nursingisthebackbone
- #newnursingqualifications
- #CHEaccreditation
- #PHCreengineering
- #burdenofdisease

NB. These “trends” influence the relevance of the nursing programmes and the curricula we design.
Quadruple burden of disease

- Non-communicable diseases
- HIV/AIDS and TB
- Injury and violence
- Maternal, newborn and child health
Programme design in context

• Think of programme and curriculum as a system with interrelated sub-systems
• Programme components must not be seen in isolation
• Components are interdependent and interact with one another and external elements – change in one brings about change in another.
• Interaction is dynamic and multidimensional (not always neat and linear).
Questions and Comments?

Thank you