

HASA: Conference 2008

Nursing towards 2010

**Implications of the new Nursing Act
(Act 33:2005)**



Overview

- 1. Nursing Act 33 of 2005**
- 2. Scope of Practice**
- 3. Nursing Education**
- 4. Skills Shortage**
- 5. Implications, opportunities and challenges**
- 6. Questions**

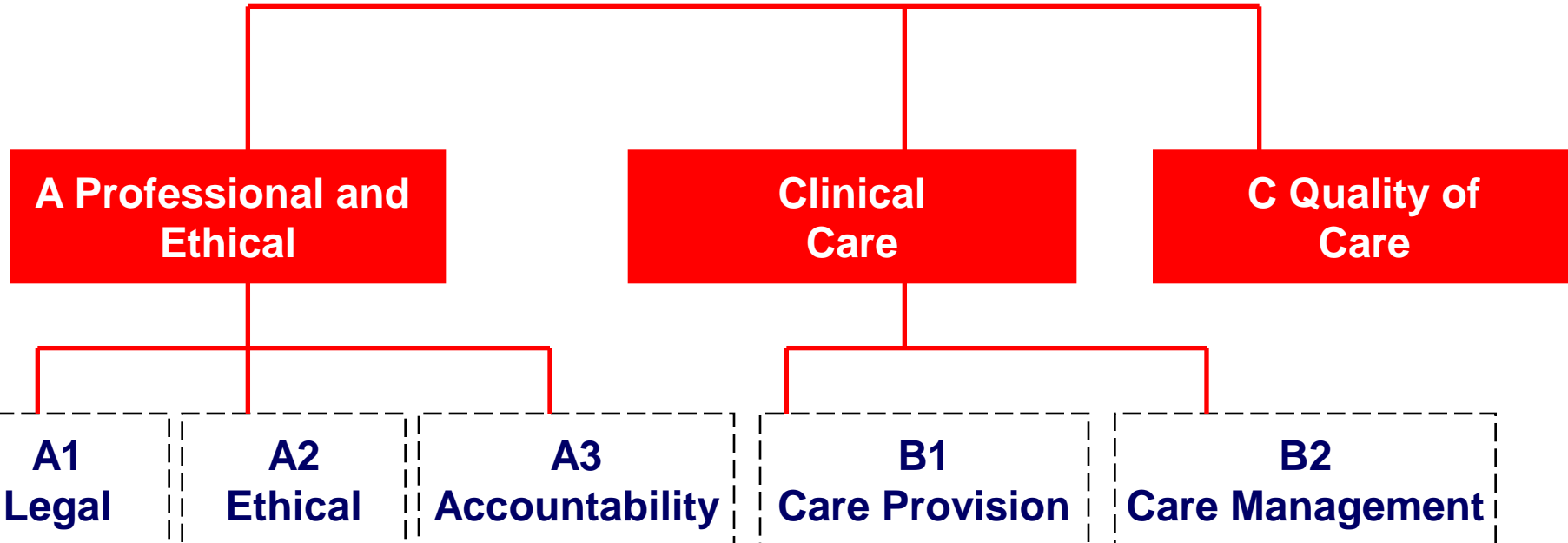


Nursing Act

- ❑ The Act makes provision in Chapter 2(30) for the scope of profession and practice of nursing – for professional nurse, midwife, staff nurse, auxiliary nurse
- ❑ Creation of new categories of nurse practitioners (Section 30)
- ❑ New set of regulations on Scope of Practice
- ❑ Regulations on keeping of registers for nurse practitioners (GG No R195:15 February 2008)



Components of the New Scope of Practice



CLINICAL COMPETENCIES FOR EACH OF THE ABOVE IS DEFINED IN THE SCOPE OF PRACTICE.

Nursing Categories

New Categories

- Professional Nurse
- Staff Nurse
- Auxiliary Nurse
- Midwife

Existing Categories

- Registered nurse (General, Psychiatric & Community)
- Registered Nurse
- Professional Midwife
- Enrolled nurse
- Auxiliary Nurse



Creation of Registers

- ❑ All registered nurses – professional nurse register
- ❑ All enrolled nurses – staff nurse register



Implications of Registers

- ❑ Professional Nurses scope of practice
 - ❑ Issues for singly qualified registered nurses
 - ❑ Bridging Course - Not comprehensive
 - ❑ Competence questionable

- ❑ Staff Nurses scope of practice
 - ❑ Inadequately trained
 - ❑ New competencies which were not part of the enrolled programme



Responsibilities

□ Individual

- Develop competence to practice within new scope of practice
- Self directed learning

□ Profession

- Create training & education opportunities for individuals to access upgrading programmes
- Supportive learning environment

□ Employer

- Create opportunities for individuals to upgrade
- Assess clinical competence



Nursing Education

- ❑ Act aligns nursing education with the principles of the broader educational transformation processes of SA.
- ❑ Legislation Governing Nursing Education
 - ❑ Nursing Act & regulations
 - ❑ SAQA
 - ❑ Council for Higher Education
 - ❑ Umalusi
 - ❑ Department of Education & Health



Educational Requirements For New Categories

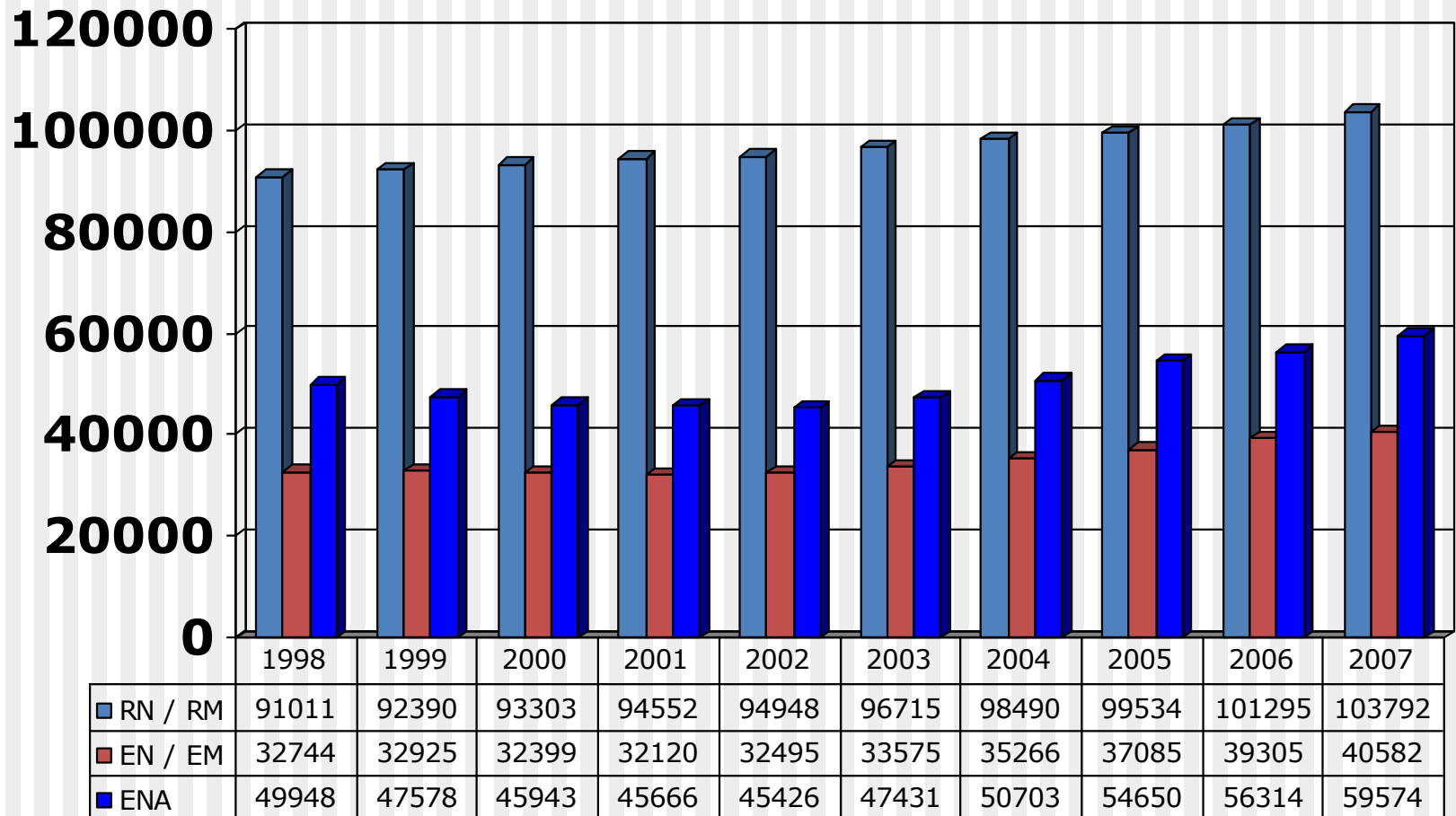
Category of Nurse	Level of Education (SAQA)	Implication	Opportunity	Challenge
Professional Nurse B Nursing	HET NQF 7	College Accreditation as an institution for higher education Skills upgrading	Collaborate With univ.	<ul style="list-style-type: none"> •No regulations in place •Timeframes • Decreased career progression
Staff Nurse National Diploma	HET NQF 5	College Accreditation as an institution for higher education Skills upgrading	Recruit good matrices	<ul style="list-style-type: none"> •Accreditation with CHE & SANC
Nursing Auxiliary Certificate	FET NQF 3	Skills upgrading	Continue training	

Scorecard

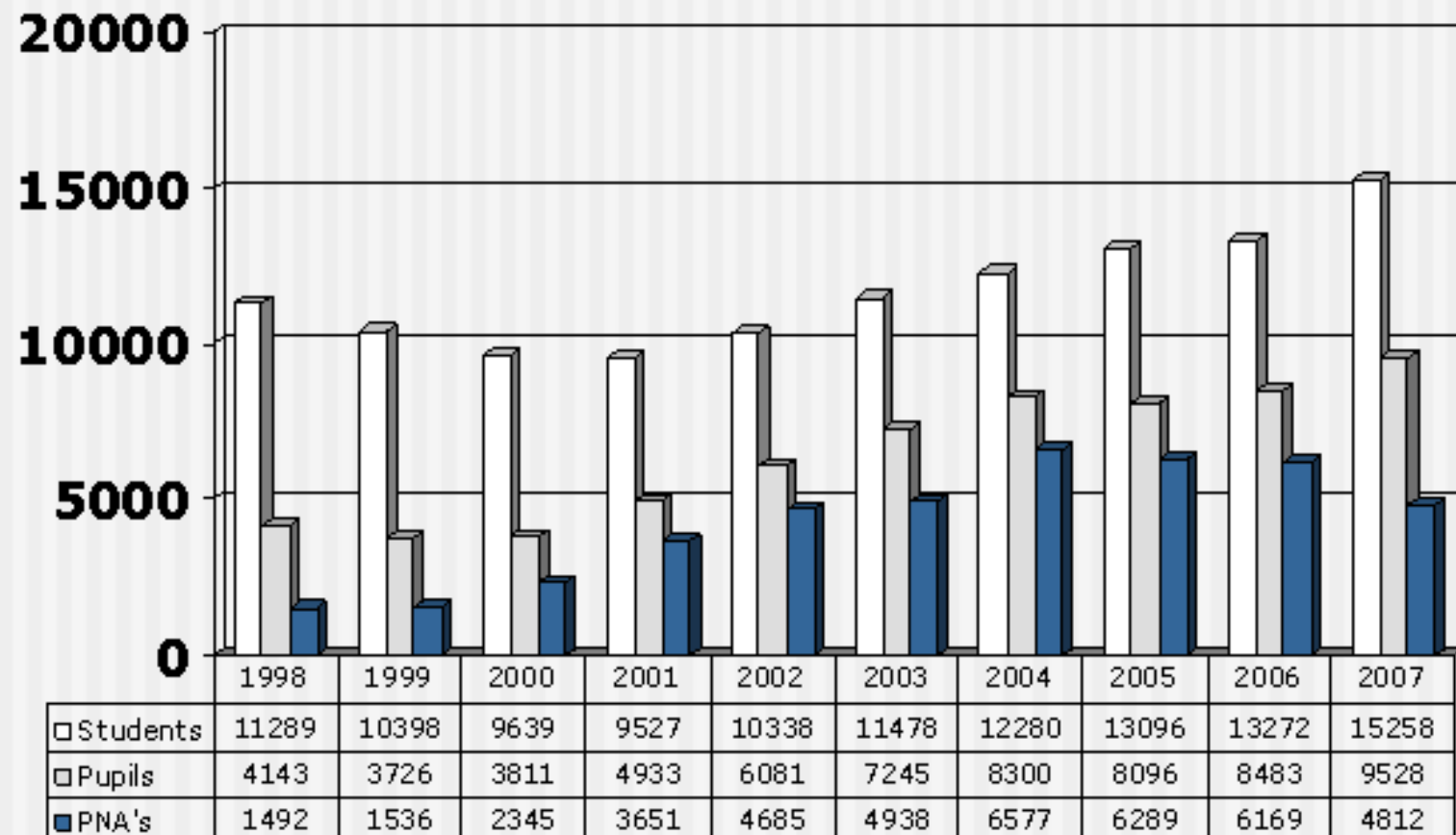
- How are we currently doing in terms of producing:
 - Professional Nurses
 - Registered Nurses
 - Staff Nurses
 - Nursing Auxiliaries



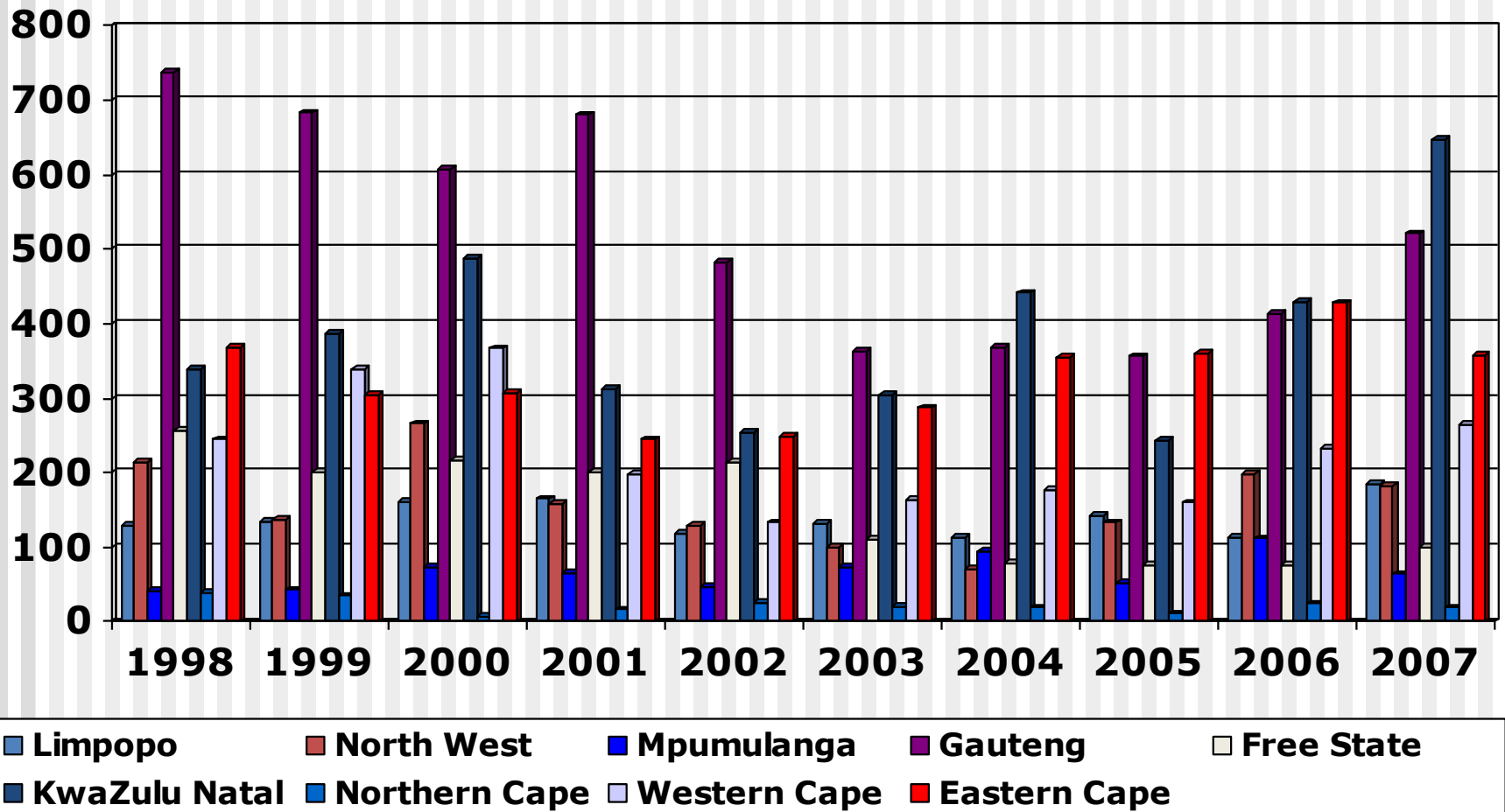
S A Nursing Council Growth in the Registers



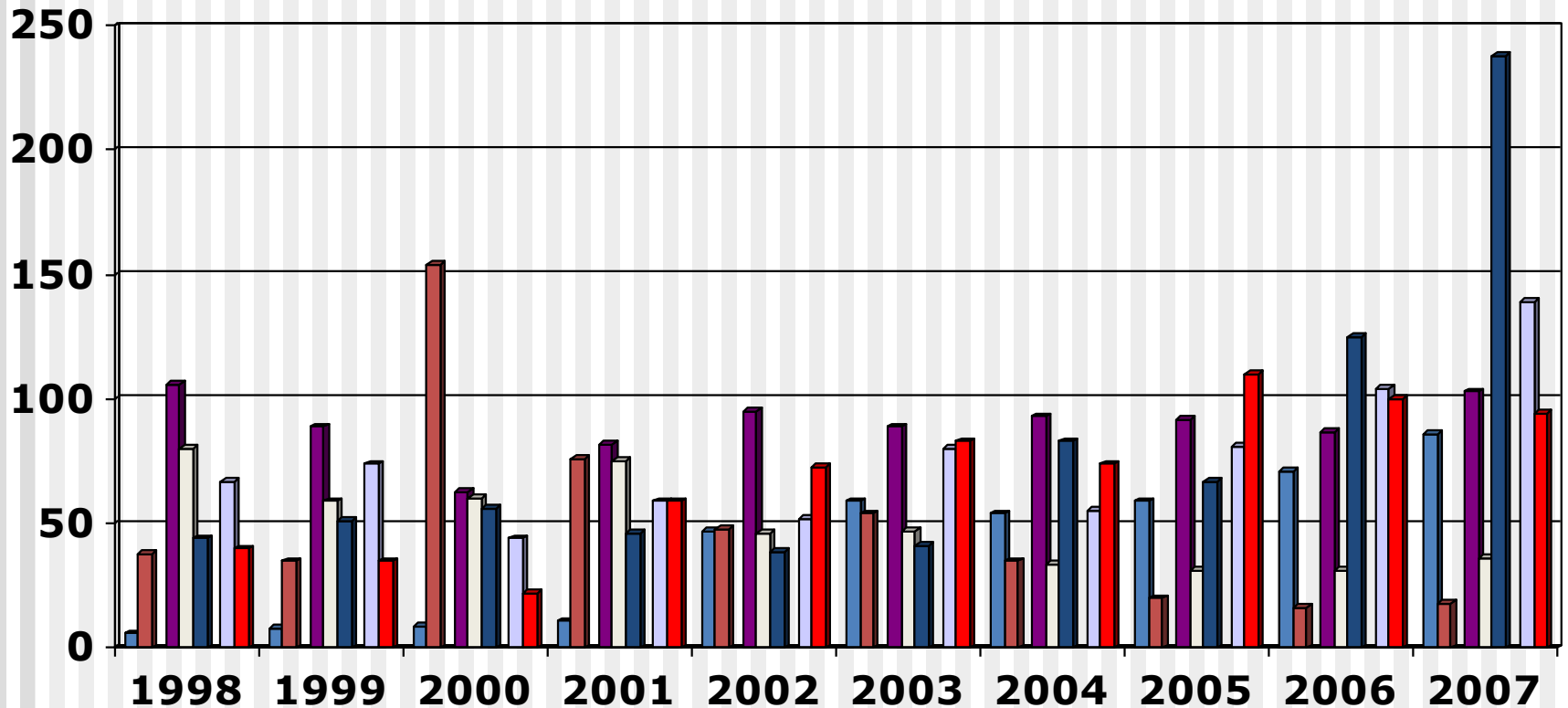
S A Nursing Council Growth in Student / Pupils



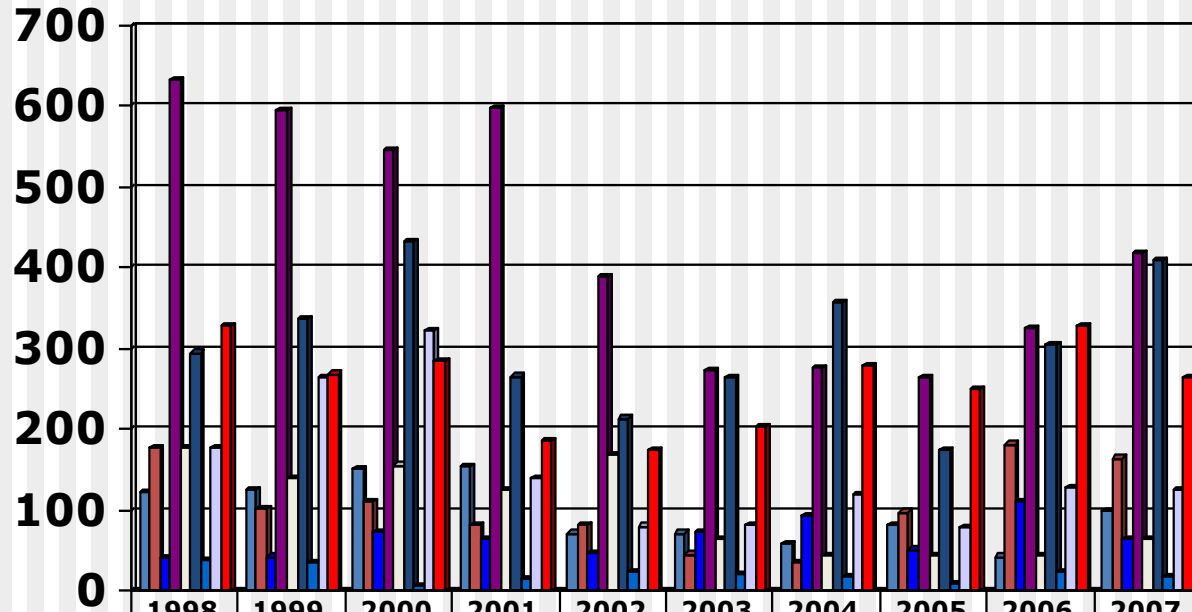
Output 4-Year Programme (1998 - 2007) All Institutions



Output 4-Year Programme (1998 - 2007) Universities

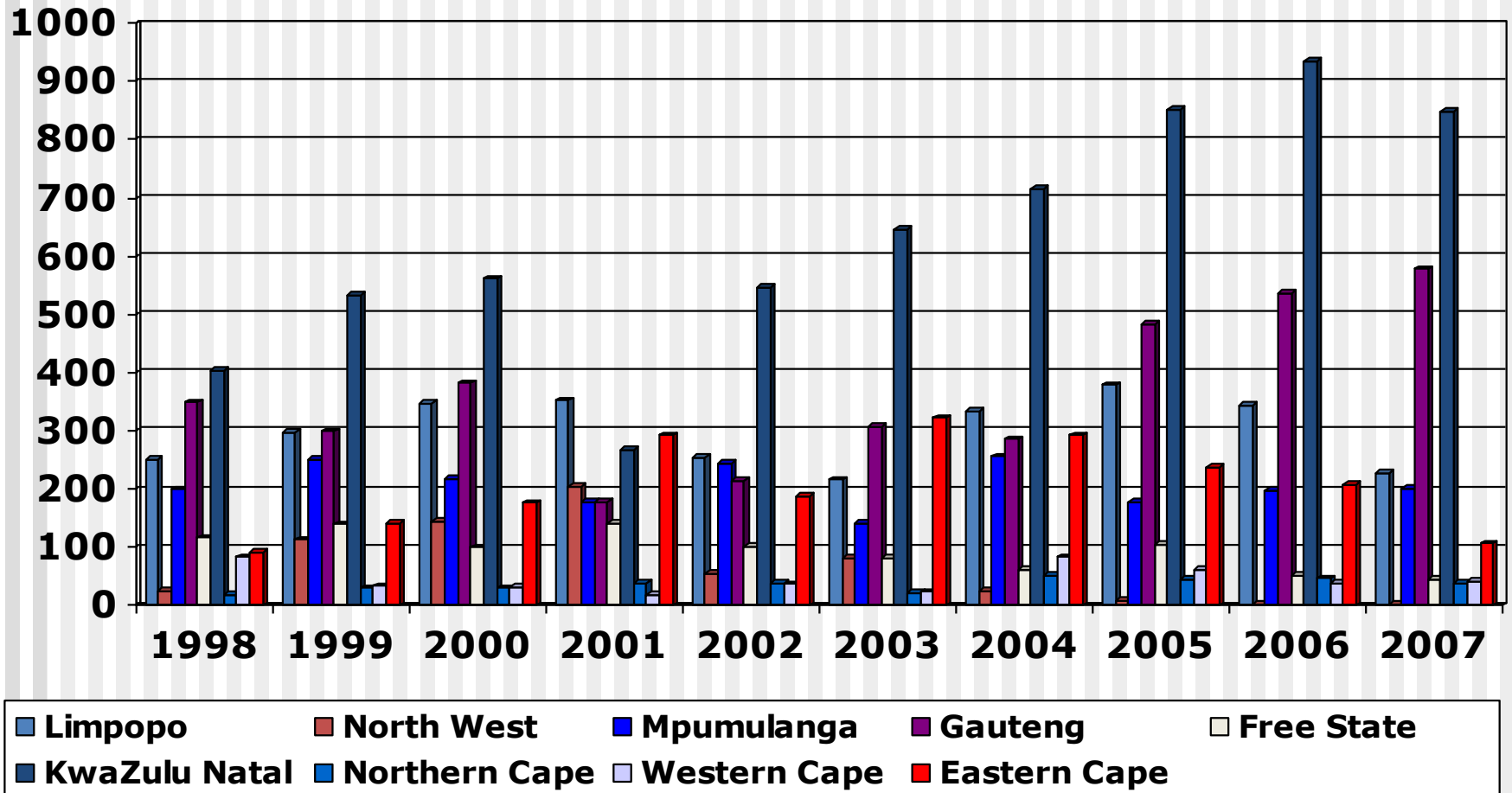


Output 4-Year Programme (1998 - 2007) Nursing Colleges

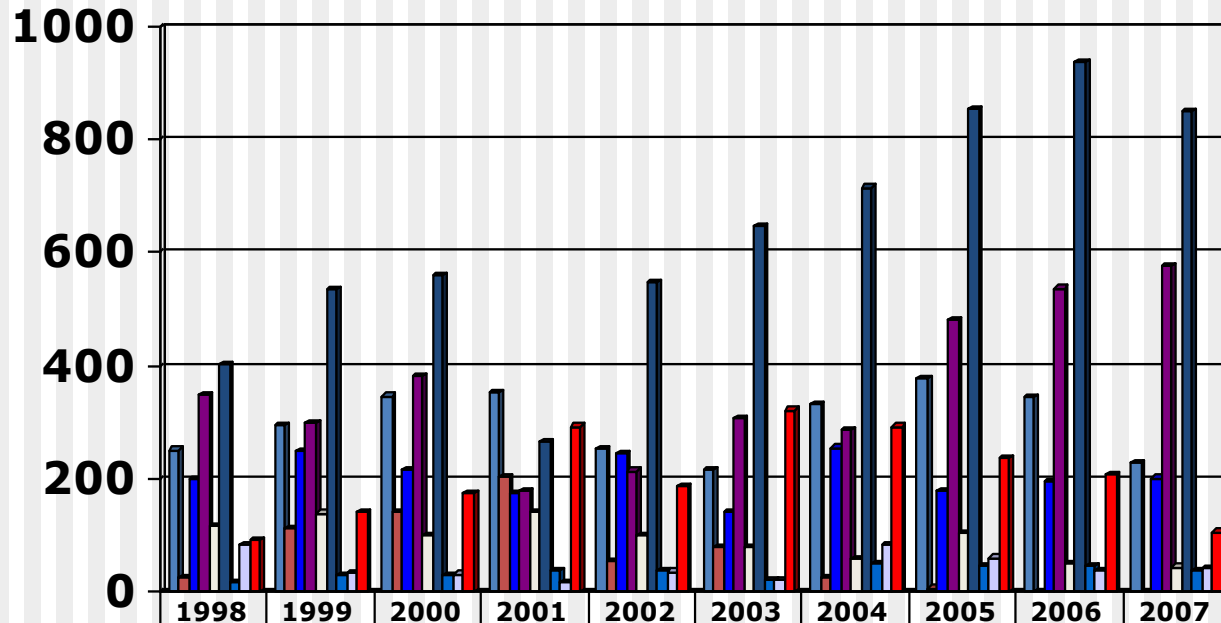


	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
■ Limpopo	123	126	152	154	72	72	60	83	43	99
■ North West	177	102	112	83	82	46	35	98	182	165
■ Mpumalanga	41	43	73	65	47	73	95	52	112	64
■ Gauteng	632	594	545	598	388	273	275	264	326	418
□ Free State	177	141	156	125	168	64	45	45	45	64
■ KwaZulu Natal	295	336	432	266	214	264	358	176	304	409
■ Northern Cape	38	35	7	16	25	21	19	11	24	19
□ Western Cape	178	265	323	140	81	83	121	79	129	126
■ Eastern Cape	329	269	286	186	175	204	280	250	328	264

Output Bridging Programme (1998 - 2007) All Institutions



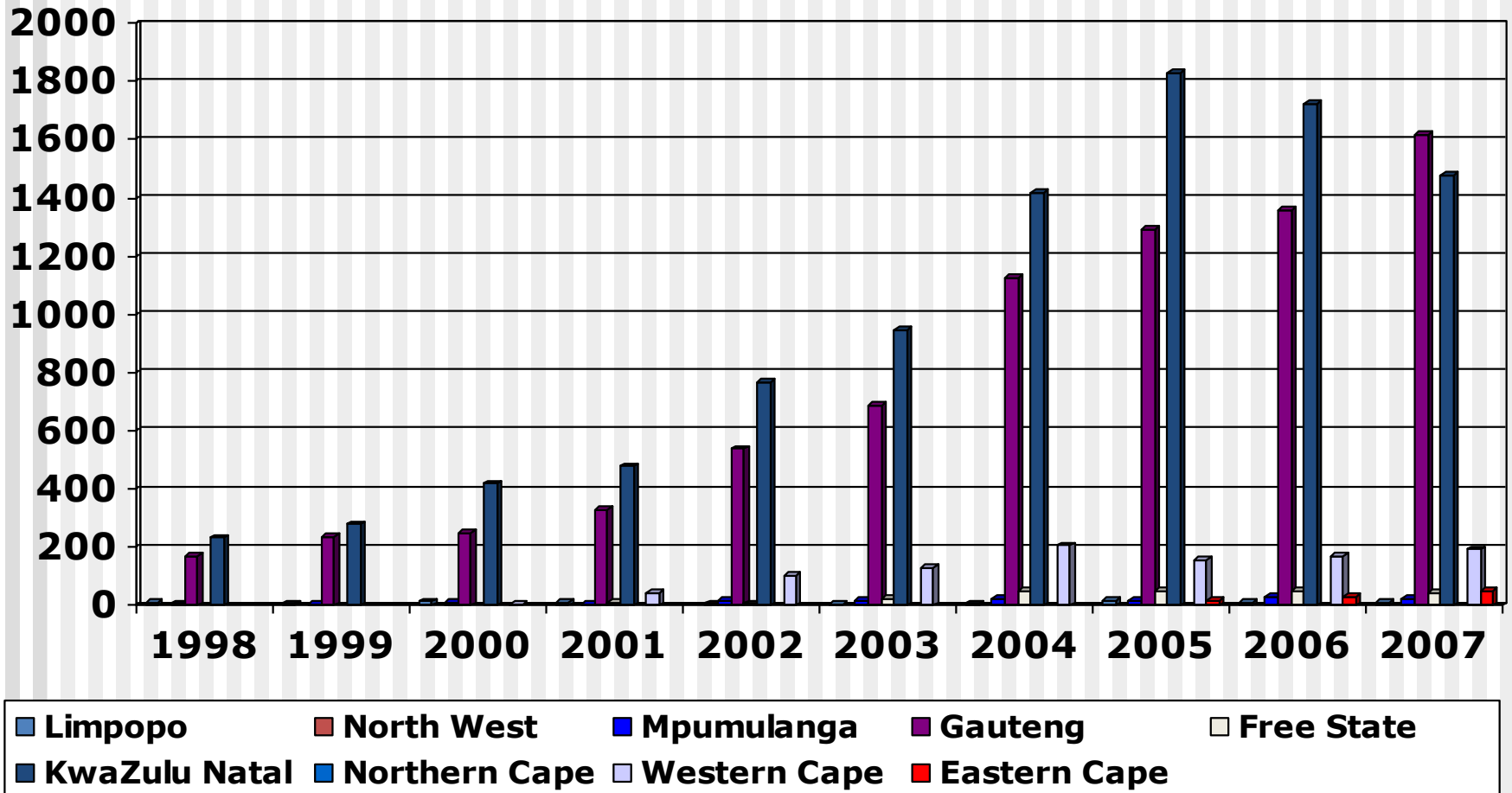
Output Bridging Programme (1998 - 2007) All Institutions



	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
■ Limpopo	252	297	347	352	254	216	333	379	345	229
■ North West	25	113	144	204	55	81	25	8	3	3
■ Mpumalanga	200	251	218	177	245	142	256	179	197	202
■ Gauteng	349	299	382	178	215	307	286	483	537	578
□ Free State	117	140	100	141	101	81	61	105	53	45
■ KwaZulu Natal	403	534	561	268	546	646	715	852	935	849
■ Northern Cape	19	30	30	38	39	22	51	46	47	38
□ Western Cape	83	34	33	19	37	24	83	62	39	42
■ Eastern Cape	91	141	176	293	187	322	293	238	208	107

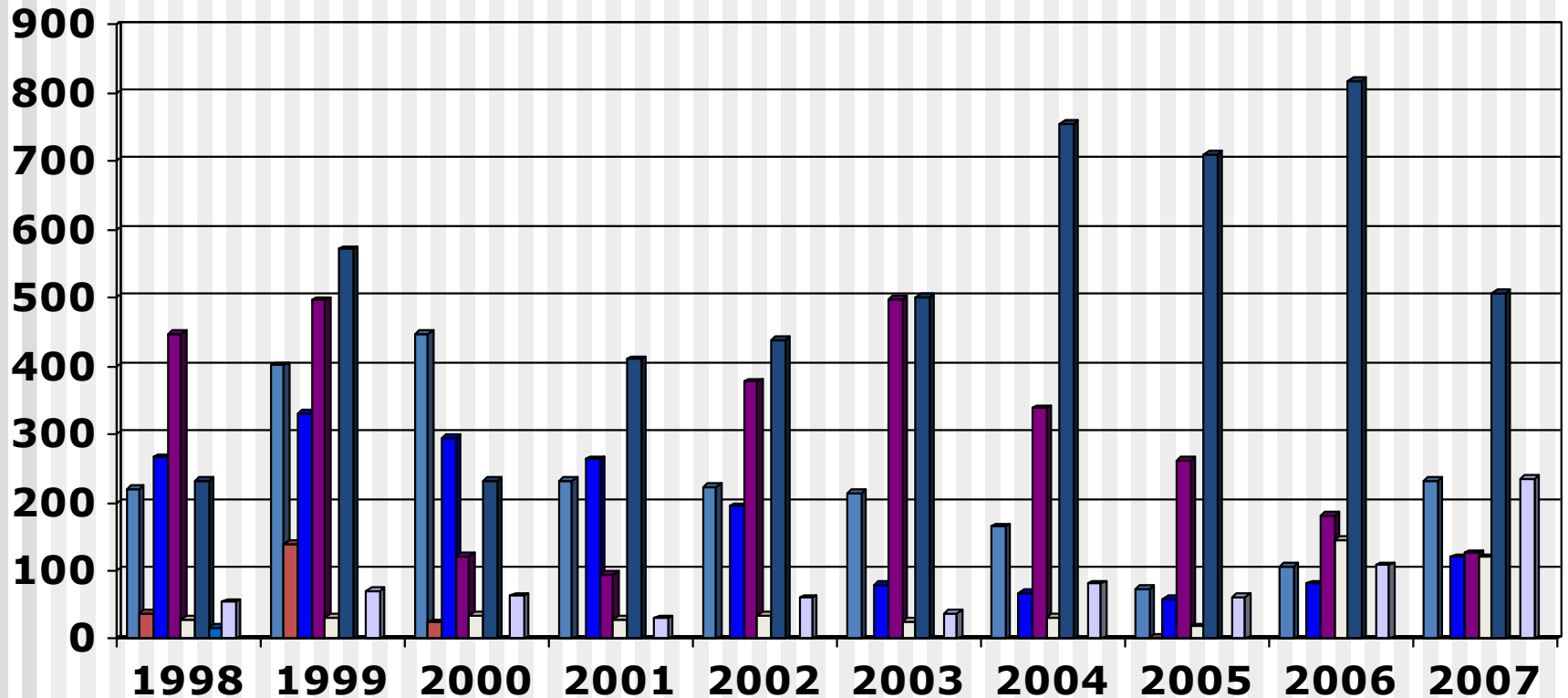
Output Pupil Nurses

(1998 - 2007) Private Institutions



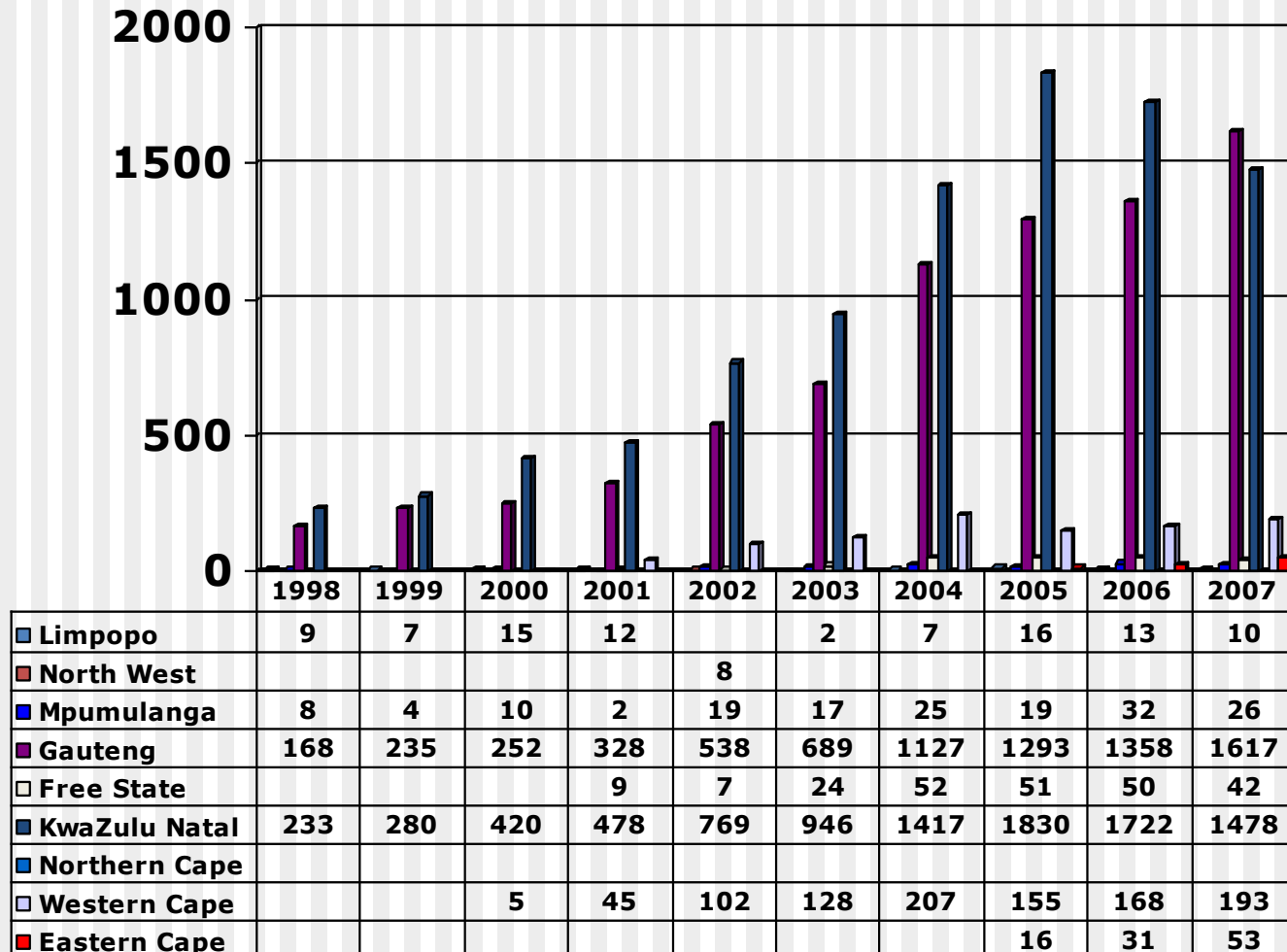
Output Pupil Nurses

(1998 - 2007) Public Institutions



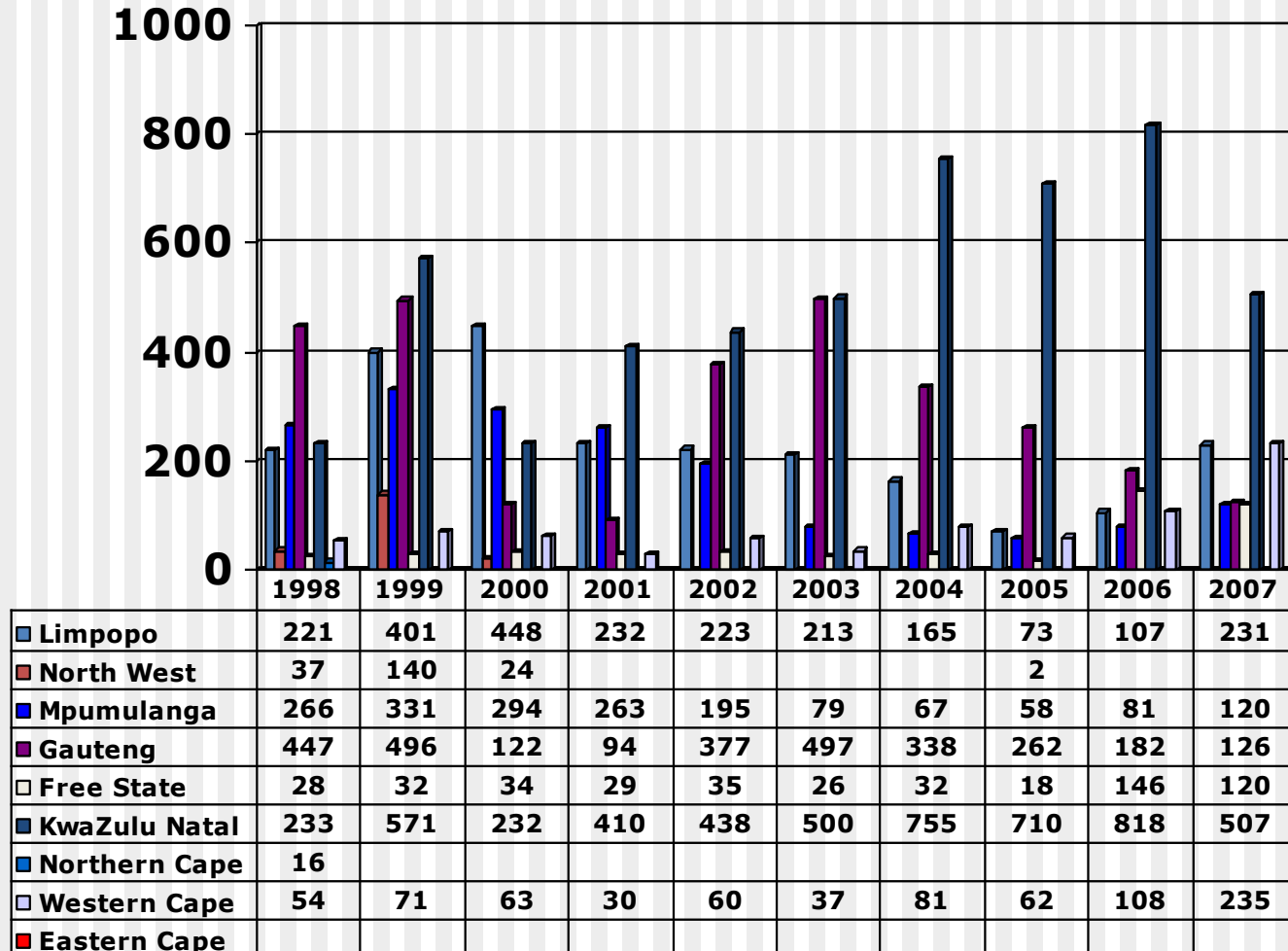
Output Pupil Nurses

(1998 - 2007) Private Institutions



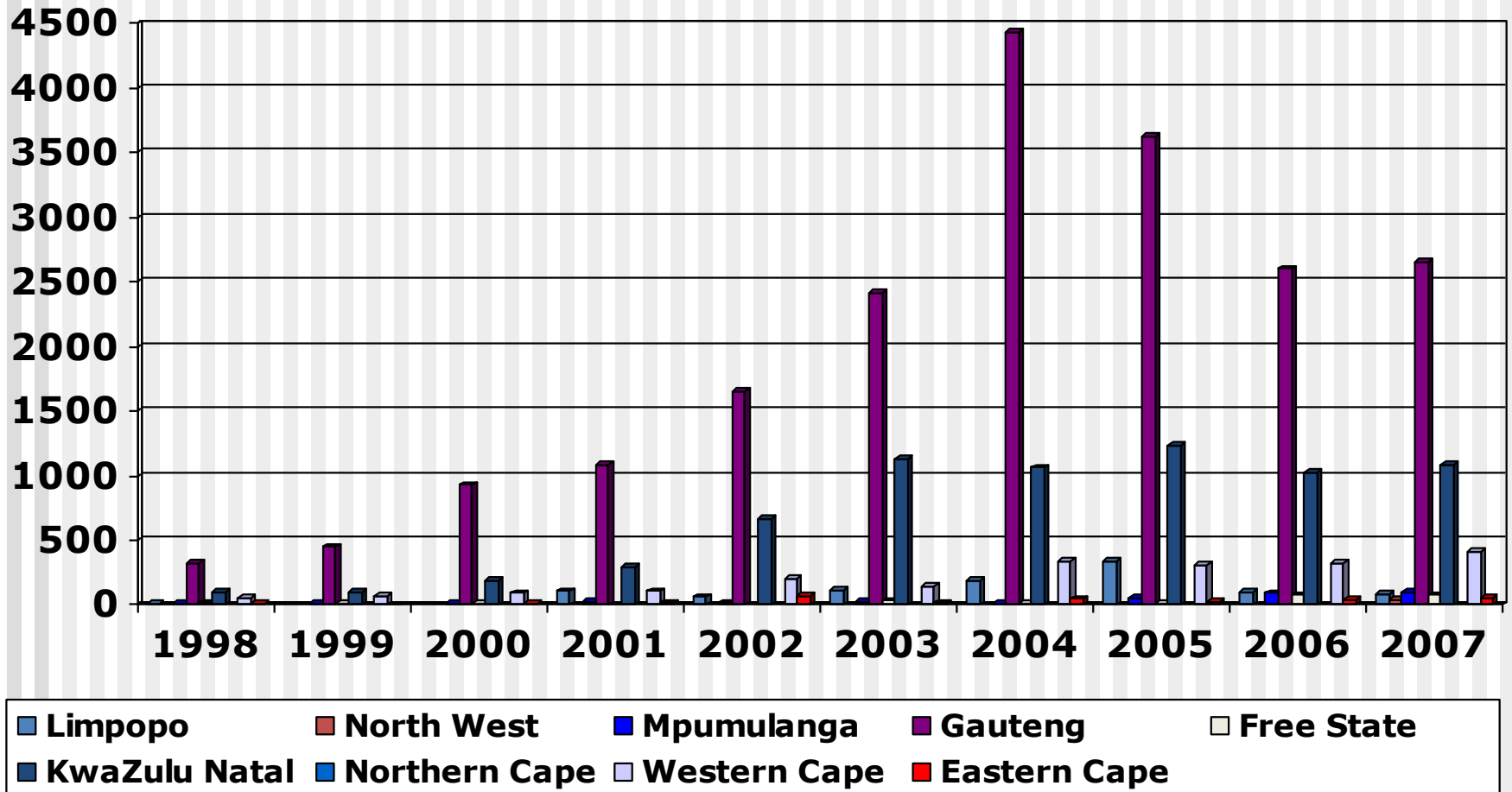
Output Pupil Nurses

(1998 - 2007) Public Institutions



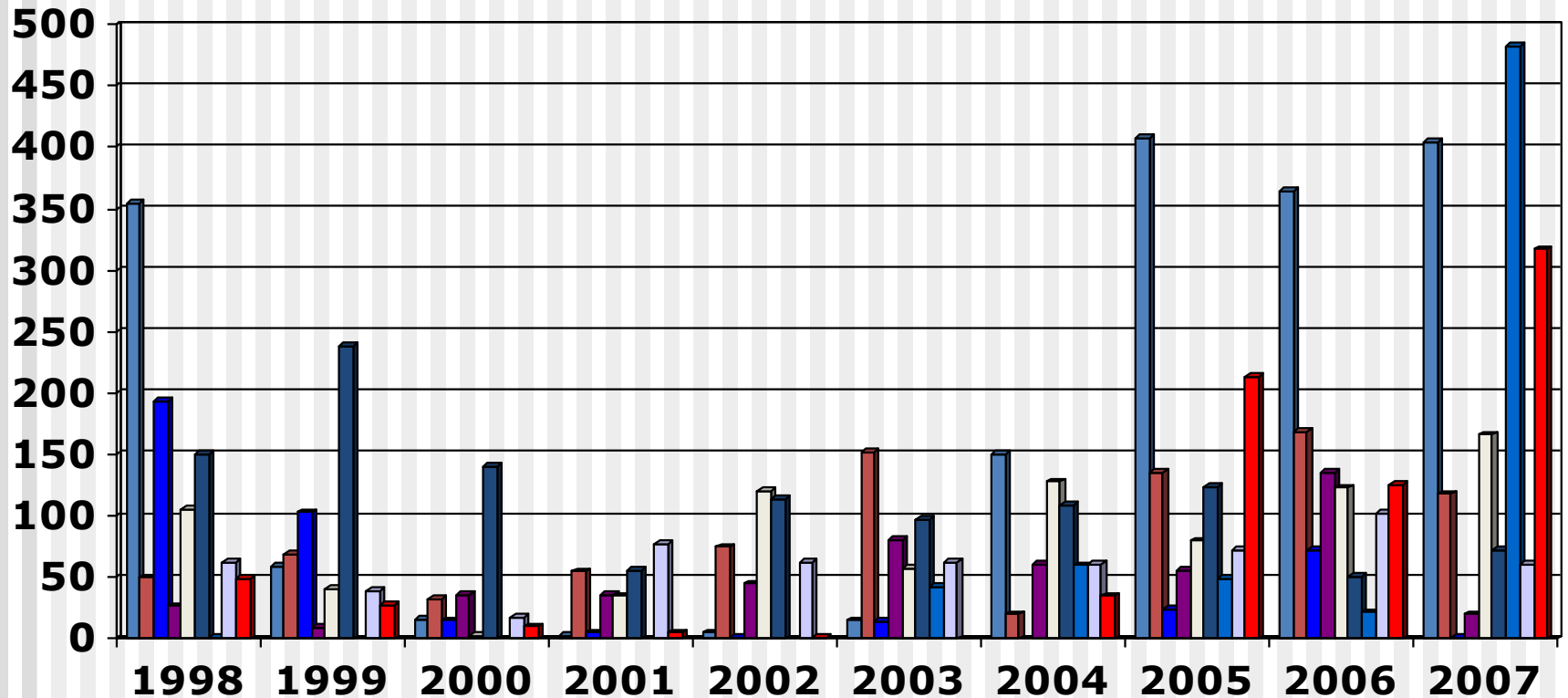
Output Pupil Auxiliaries

(1998 - 2007) Private Institutions



Output Pupil Auxiliaries

(1998 - 2007) Public Institutions



Nursing Shortage

- How will the new categories influence the nursing shortage?
- Positively
 - may not need as many professional nurses in the future, but still need to catch up
 - Staff nurses will be the core of the nursing team. Stable workforce
- Negatively
 - Time for upgrading current workforce
 - Lack of natural career progression
 - Cost of training at higher education



Challenges

- Affordability of new categories of nurses & education
- Accreditation for a private colleges as higher education institutions
- Understanding and implementing of RPL
- Cost implication for upgrading courses
- Replacement cost of permanent employees studying
- How to partner with other stakeholders to ensure a product stream to private sector



Implications

- ❑ Accreditation as institutions of higher education
- ❑ Main changes in scope relates to the staff nurse category
- ❑ Discontinuation of the bridging programmes



Opportunities

- Enabling legislative framework
- Appropriate Scope of practice
- Identify critical skills & competencies required for practice
- Education & training programmes and policies to be informed by service delivery needs
- Identify research priorities for nursing practice
- Separate nursing and non nursing functions



Recruitment And Retention

- Talent management
- Create career paths
- Succession planning
- Mentorship programmes
- Competitive incentives and remuneration structures
- Attractive and flexible conditions of service
- Professional wellness and growth programmes



THANK YOU

