

# Changes in the Nursing Education System

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# Overview

- 1. Transformative Education Legislation**
- 2. Nursing Act 33 of 2005**
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  - 1. New Qualifications**
  - 2. Legacy Qualifications**
  - 3. Accreditation**
- 4. Challenges & Opportunities**
- 5. Conclusion**

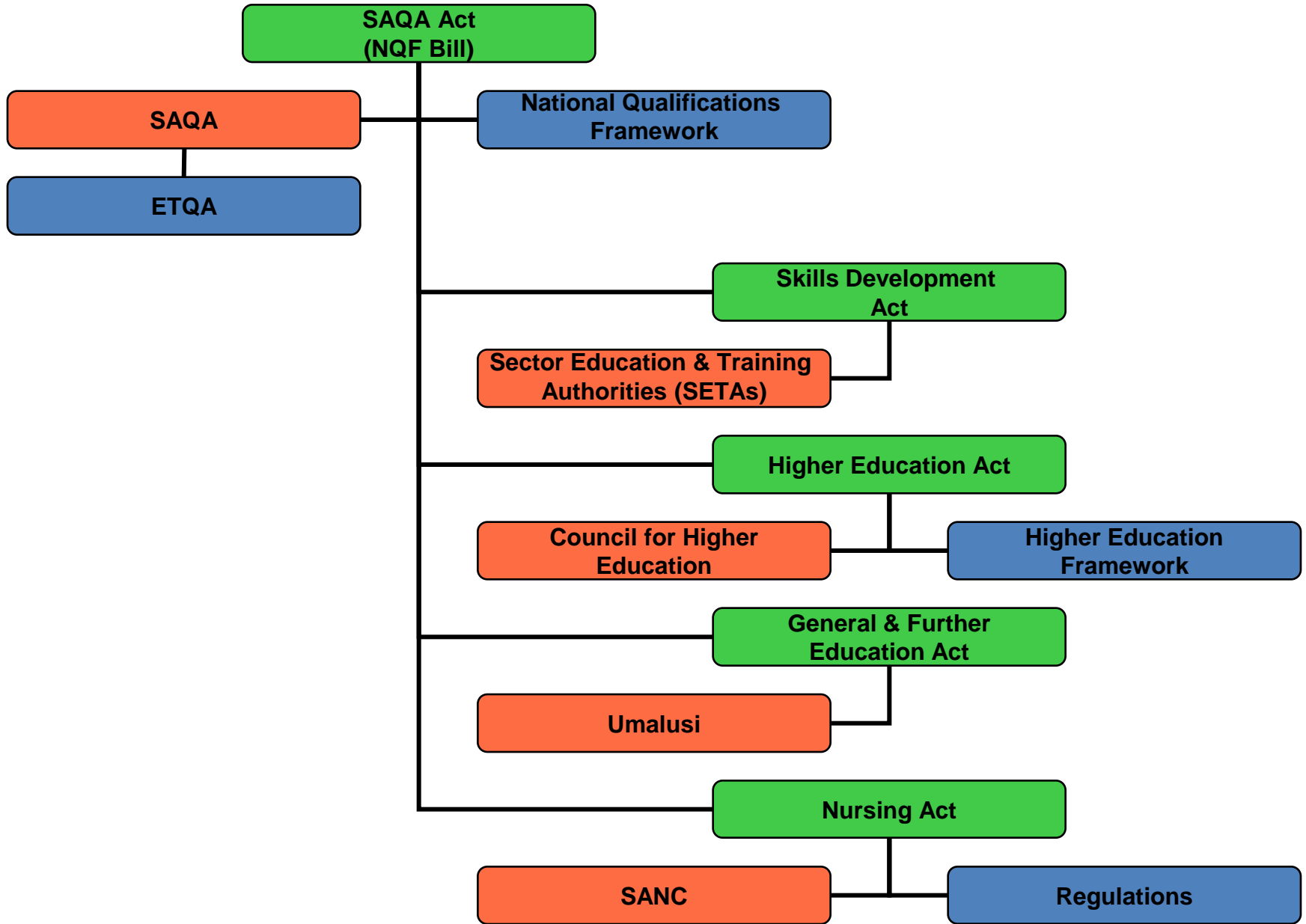
# Historical Changes in Nursing Education

- Registered Nurses
  - Registration of nurses for since 1891
  - Degree nursing since 1956
  - Diploma programmes – 3 year, 3.5 years for integrated, 4 year, 2 year Bridging
- Enrolled Nurses
  - Certificate programme since the 1970s
- Nursing Auxiliaries
  - First the nurse aides
  - Formal programme with 6 months training
  - Then the certificate programme

# Debates in Nursing Education

- Reddy report in the 1970s discussed the placement of nursing education in mainstream higher education
- Van Wyk Commission outlined the association of nursing colleges with universities, as mentoring into higher education
- Democracy and its related transformation of education and training, further influenced nursing qualifications and education through the various acts

# Transformative Education Legislation



# Nursing Act 33 of 2005

- ❑ The Act makes provision in Chapter 2 for the Education, Training, Research, Registration and Practice as follows:
  - ❑ Scope of profession and practice of nursing – for professional nurse, midwife, staff nurse, auxiliary nurse
  - ❑ Registration as prerequisite to practise
  - ❑ Registration of learners
  - ❑ Limited registration
  - ❑ Registration of additional qualifications
  - ❑ Custody and publication of registers
  - ❑ Register as proof
  - ❑ Receipt as proof
  - ❑ **Qualifications prescribed for registration**
  - ❑ Conditions relating to continuing professional development
  - ❑ Community service
  - ❑ Regulation of research
  - ❑ **Education & training**
  - ❑ Use of certain titles
  - ❑ Removal from and restoration of name to register
  - ❑ Issue of duplicate registration certificate, certificate of status

# Scope of practice - What is new?

- The scope of practice is divided into:
  - Professional and Ethical Practice
  - Clinical Practice
  - Quality of practice
- Each category of nurse is an independent practitioner responsible and accountable for his/her own area of practice in terms of competencies
- Clear distinction of the scope of practice of each category:

• Professional Nurse	Comprehensive nursing care (unstable & complicated patient care)
• Staff Nurse	Basic nursing care (stable & uncomplicated patient care)
• Nursing Auxiliary	Elementary nursing patient care

# Nursing Qualifications

## New

- Masters Certificate – 17 Specializations
- Bachelor of Nursing
  - NQF level 7
  - Professional Nurse status
- National Diploma in Nursing
  - NQF level 6
  - Staff Nurse Status



Nursing  
Education in  
Higher Education  
band

## Revised

- Certificate as a Nursing Auxiliary
  - NQF level 3
  - ENA status

# Nursing Qualifications – Specialist Nurses

- Orthopaedic Nursing.
- Operating Theatre Nursing.
- Palliative and Oncology Nursing.
- Ophthalmic Nursing.
- Emergency Nursing.
- Occupational Health Nursing.
- Nephrology Nursing.
- Paediatric Nursing.
- Critical Care Nursing (Adult).
- Critical Care Nursing (Child and Adolescent).
- Psychiatric Nursing.
- Midwifery and Neonatal Nursing.
- Community Health Nursing.
- Nursing and Health Services Management.
- Nursing Education.
- Family nurse practitioner.

# Higher Education Qualification Framework

NQF	Qualifications	Minimum Credits	Admission Requirements
10	Doctoral Degree	360 Min 360 credits@ level 10	Master's degree
9	Master's degree	180 Min 120 credits @ level 9	Honours degree or professional degree Post graduate diploma
8	Post Graduate Diploma Masters Certificate Bachelor's Honours	120 Min 120 credits at level 8 360 Min 120 credits @ level 7 and 96 @ level 5	Bachelor's degree
7	Bachelor's degree  Advanced Diploma	360 Min 120 credits @ level 7 and 96 @ level 5  120 credits	National Senior Certificate
6	Advanced Certificate National Diploma	360 Min 60 credits @ level 7 and max 120 @ level 5	National Senior Certificate
5	Higher Certificate	120 credits	National Senior Certificate

# Legacy Nursing Qualifications

## Legacy Qualifications

- Post Basic Diplomas - R212 and R48
- Supplementary Diplomas – Midwifery and Psychiatry
- Diploma in General, Community & Psychiatric Nursing & Midwifery ( R425)
- Diploma in General Nursing (R683)
- Certificate in Enrolled Nursing (R2175)
- Certificate in Enrolled Auxiliary Nursing (2176)

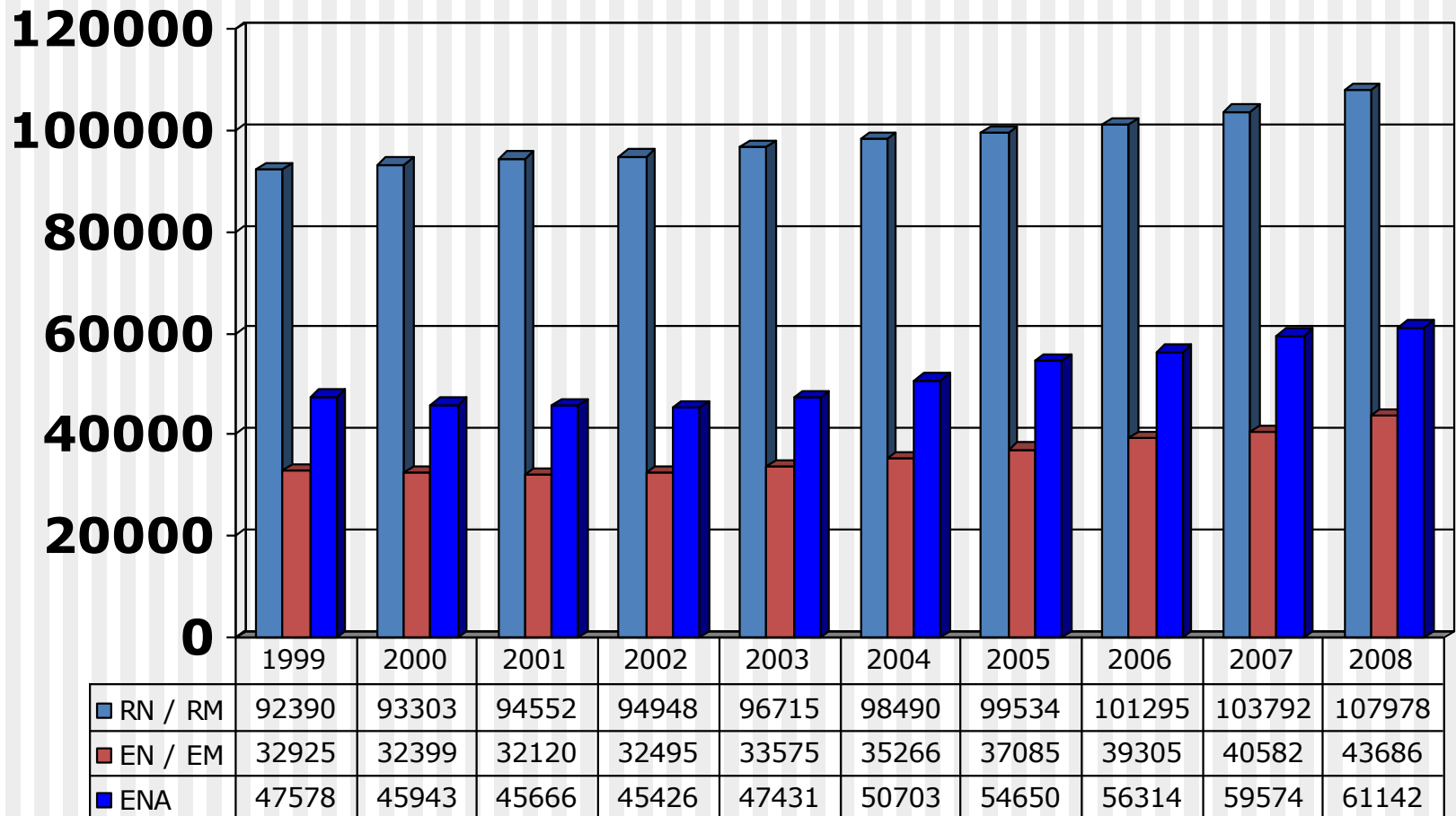
## Provider Registered qualifications

Expiry date on NQF - 30 June 2010

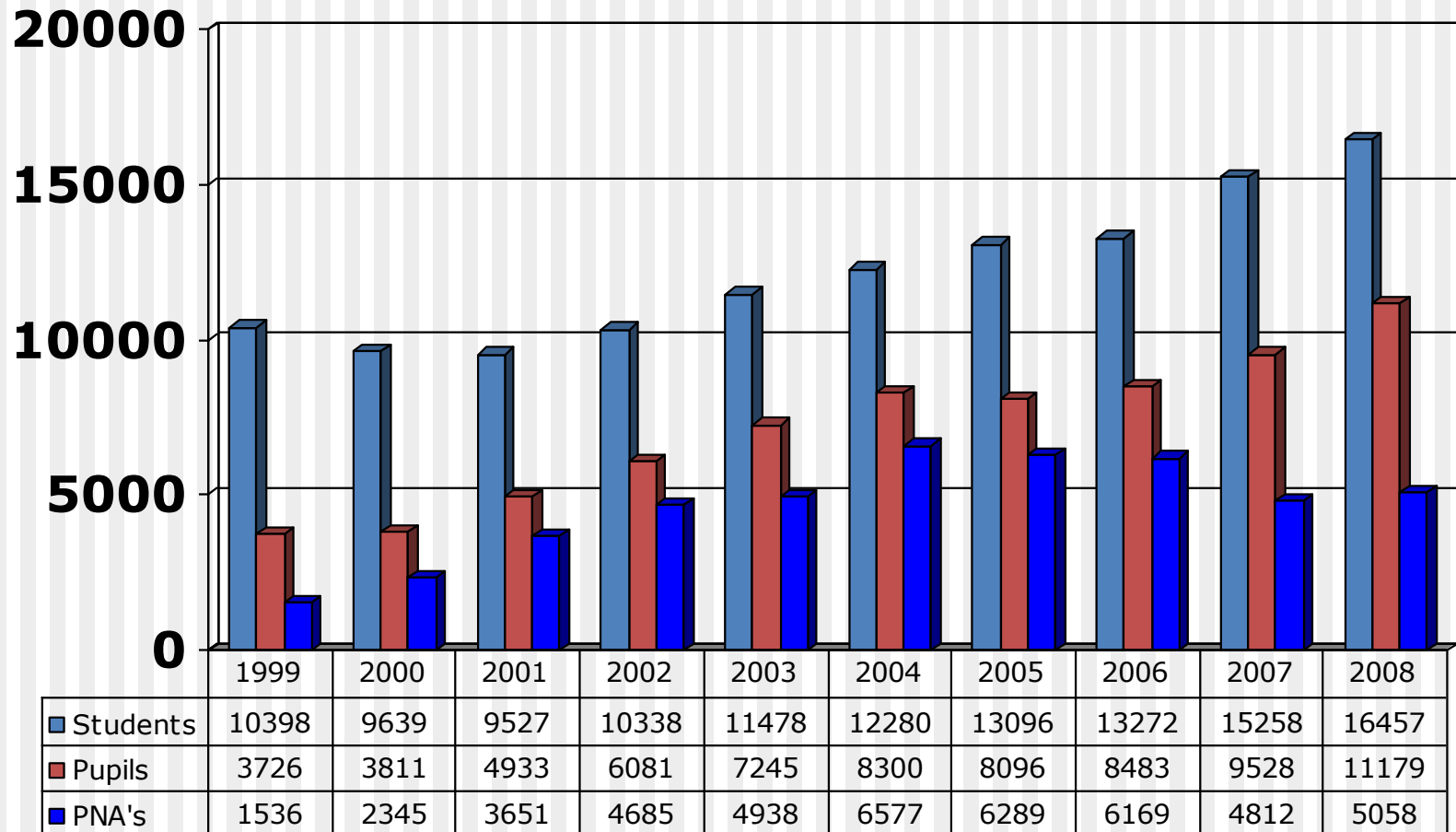
# Nursing Education Regulation & Accreditation

- ❑ Nursing Act aligns nursing education with the principles of the broader educational transformation processes of SA.
- ❑ Education & Training Quality Assurance Bodies & others
  - ❑ S.A. Nursing Council
  - ❑ HEQC
  - ❑ Umalusi
  - ❑ Department of Education - Registration
- ❑ Legislation Governing Nursing Education
  - ❑ Nursing Act 33 OF 2005 & regulations
  - ❑ South African Qualifications Act
  - ❑ Higher Education Act
  - ❑ General & Further Education Act

# S A Nursing Council Growth in the Registers



# S A Nursing Council Growth in Students/Pupils



# Challenges

In responding to the changes  
required of the Nursing Act

# Nursing Services

- New categories of nurses – determining competence for practice & registration
- Cost implication for upgrading courses
- Replacement cost of permanent employees studying
- In service education to avoid confusion in terms of a variety of scopes of practice
- Discontinuation of legacy programmes



# Nursing Education Institutions

- Preparation to operate in higher education level
- Accreditation of college as higher education institution - multiple structures
- Understanding and implementation of RPL
- Upgrading programmes
- Developing partnerships



# 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



# Continuing Professional Education

- No longer a choice!
- The spin-offs for the learners are tremendous
- The dynamics within the health delivery system will be phenomenal
- Education and clinical updates are essential for nursing education to remain relevant



# The time is now!

## Individual

- Develop competence to practice within new scope of practice
- Explore self directed learning

## Nursing Education Institutions

- Create a new vision for delivery to meet service needs
- Create training & education opportunities for individuals to access new and upgrading programmes
- Develop a supportive learning environment

## Employer

- Create opportunities for individuals to update and upgrade
- Demand clinical competence

# Change

- Change has been with us forever and it will always be, but the idea of change itself is changing.
- We are living in very confused times, because many of the things that gave structure to our lives are disappearing. Institutions on which we relied, particularly work organizations, are no longer sure or certain.
- We can only be the change we wish to see in the world or rather nursing



**Thank You.**