

## Nursing Learnerships In Gauteng For 2015

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### CHRISTINE LARSEN

**The Cost of Hospital Based Nurse Training** National Academies Press

Why solving ongoing problems with the NQF (National Qualifications Framework) matters -- The challenges unemployment imposes on youth -- The challenge of youth-to-work transitions: an international perspective -- A statistical overview of further education and training colleges -- Strengthening the capacity of FET Colleges to meet the needs of young people -- Higher education and an expanded post-school educational system -- Trends in training in South Africa -- Key issues in the assessment of South Africa's national skills development strategy -- Opening the doors of learning? Viewing the post-school education and training landscape from a youth perspective.

*Nursing in a New Era* HSRC Publishers

A model for cultural activism and pedagogy through art and community engagement

*Enrolled Nurses* Royal College of Nursing of United Kingdom

Presents the findings from national surveys of second-level registrants and their health sector employers. The surveys were designed to explore the key issues around the role of, and employment of, enrolled nurses, and their conversion to first level registration. Commissioned by the UKCC (United Kingdom Central Council for Nursing, Midwifery and Health Visiting), the report has been sent to all enrolled nurse employers, commissioners and providers of professional education, professional organizations and the National Boards. A summary of the report has also been sent to every enrolled nurse.

*Training of District Nurses* RainbowSA

Results are presented of a study of nursing and nursing education that focused on the need for continued federal support of nursing education, ways to attract nurses to medically underserved areas, and approaches to encourage nurses to stay in the profession. Findings are presented on whether the aggregate supply of generalist nurses will be sufficient to meet future demand, and how changes that could occur in the health care system might affect demand. Attention is also directed to: how the current and future supply of nurses may be influenced by the costs of nursing education and the sources of education financing; and education for generalist positions in nursing. In addition, the supply and demand situation for nurses educationally prepared for advanced professional positions in nursing is examined. The influence of employer policies and practices in utilization of nursing resources on demand and supply is also addressed. Finally, areas in which further data and studies are needed to better monitor nursing supply and demand are identified. In addition to 21 recommendations, appendices include information on Nursing Training Act appropriations, state reports on nursing issues, certificates for specialist registered nurses, projections of registered nurse supply and requirements, and doctoral programs in nursing. (SW)

**Learning Nursing** African Minds

Offers an insight into the circumstances under which the policies were developed, implemented and reviewed, as well as a study of the outcomes.

This book addresses questions such as: How could an organisation with no previous experience of governing accomplish a peaceful transition to democracy? How did they do it and where are they going?

**A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions in South Africa**

HSRC Publishers

Study & master economic and management sciences grade 8 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in economic and management sciences.

**The National Skills Development Handbook 2010/11** Juta and Company Ltd

Skills shortages in South Africa are widely seen as a major obstacle to the achievement of targeted economic growth rates. Yet there is some dispute as to the nature and extent of these shortages, given the large number of unemployed graduates. The case studies presented here explore the question of shortage in nine key professions and artisanal trades, and find evidence of skills scarcity in most fields. The case studies provide insight into the reasons for shortages and surpluses in relation to South Africa's own context and history. They also consider the international market for knowledge and skills, in which South African qualifications are highly prized. The monograph emanates from a study on sector specific research and related skills requirements commissioned by the South African Department of Labour in 2006. It formed part of a wider research project on scarce and critical skills related to the National Skills Development Strategy and the National Industrial Policy Framework of 2007, for which the Human Siences Research Council led a research consortium comprising the Development Policy Research Unit at the University of Cape Town and the Sociology of Work Unit at the University of the Witwatersrand.

*Assessment of Three Training Manikins for Teaching Nursing Skill Acquisition* RainbowSA

Nurses are often said to be the backbone of health services, but in South Africa their profession itself is in need of care. This monograph considers the profile, image and status of nursing today and the nature and role of nursing education. A major concern is that, although nursing still attracts many

more students than there are places available, the gap between the large numbers who complete their training and the relatively small growth in the professional registers, indicates high attrition rates. The decline in the role of the public sector in the training of nurses is another worrying trend.

**Nurse Education and Training** University of Michigan Press

Quality education and training should enable nursing students to master the theoretical and clinical component of a programme, clinical education (practica) forms a vital part of the curriculum of nursing programmes. Clinical education takes place in a Clinical Learning Environment (CLE) where the nurse educator monitors the needs of both the patient and students. Nursing students are provided with an opportunity to combine cognitive, psychomotor, and affective skills within this environment. A supportive CLE is important for first year nursing students for successful teaching and learning. Many nursing students view the CLE as anxiety and stress provoking; they feel vulnerable in the CLE as most activities are unplanned in relation to the classroom activities. In order to make the most of the first year students' clinical learning experience, the overall aim of this study was to by means of an Appreciative Inquiry (AI), evaluate the clinical learning environment they are placed in to rotate as part of their clinical component of the training programme. In this study a qualitative and descriptive design has been utilised. Nursing students in their first year reflected on their clinical experience and provided inputs regarding the CLE as part of their learning in comprehensive four-year programme. Data was collected by means of self-reported interview schedules which were distributed to the nursing students where they reflected their inputs regarding their experiences in the CLE. Data was collected using the four phases of AI, in the discovery phase the first year nursing students had the opportunity to reflect and (e)valuate the best of what is within the CLE. During the dream phase the first year nursing students had the opportunity to dream and envision what could be the ideal CLE for them to rotate through and work in, to gain knowledge and the required skills. During the design phase the first year nursing student had the opportunity to give inputs and make recommendations towards designing what should be the ideal CLE. During the delivery phase the researcher had the opportunity to present the recommendations to the involved stakeholders Recommendations were compiled based on the findings of the study, to enhance the clinical learning environment for first year nursing students and work towards educational excellence in this unique CLE.

**Co-operation in Training** IDRC

Monograph on the research results of a study of the dropout problem among student nurses undergoing training in the UK - covers students' attitudes towards teaching methods and practices, motivational problems, the value of aptitude tests and preference tests for screening and guidance, etc., and includes the research methodology. References and statistical tables.

**Nurse Staffing Patterns in New South Wales Training Hospitals**

Background Within the next five to ten years, an estimated 84% of nurse educators in South Africa will be exiting institutions for retirement, leaving a shortage of skilled, competent nurse educators. Succession planning frameworks are not readily available and applied in nursing education institutions in South Africa. A succession planning framework is essential to maintain leadership continuity and a stable workforce in nursing education institutions in South Africa. A succession planning framework allows for internal grooming of potential successors and guarantees the establishment of a talent pool that are readily available to move into leadership positions whenever vacancies occur. Methods The aim of this study was to develop a succession planning framework for leadership development of nurse educators in nursing education institutions in South Africa. Three research objectives guided this study, namely; (1) to determine the current succession planning processes that are in place for leadership development of nurse educators according to heads of nursing departments in South Africa, (2) to determine the current succession planning processes that are in place for leadership development at NEIs in South Africa according to nurse educators and, (3) to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. A mixed methods sequential explanatory design was used to investigate current succession planning practices and processes for leadership development of nurse educators in nurse education institutions in South Africa. The study was guided and informed by Mateso's (2010) conceptual framework for succession planning and management. The researcher conducted the study in three phases. In Phase one, stratified random sampling was used to select 100 nursing Heads of Department working in nursing education institutions across all nine provinces in South Africa. Data was collected using a semi-structured questionnaire and analysed using descriptive statistical techniques, Statistical System (SAS) STATA program, version 4.1. In Phase two, focus group interviews were conducted. Purposive sampling was used to recruit 20 nursing educators working in nursing education institutions in the Gauteng province. The researcher used content analysis to analyse the transcribed interviews. The data of Phase one and Phase two were integrated and served as introduction to Phase three. In Phase three, purposive sampling was used to recruit 12 stakeholders in nursing education training. A one-day stakeholders meeting was held and the Nominal Group Technique was used as method to guide stakeholders to reach consensus on what concepts to include in the envisaged a framework. Results and findings The results of phase 1 indicated that current succession planning practices are unstructured and succession planning processes are unclear. Thus, there is need for having a formal succession planning for leadership development of nurse educators. Three themes emerged from the qualitative data namely: current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development. In the nominal group technique participants reached consensus on five fundamental concepts for inclusion in the suggested succession planning framework for nurse educators in NEIs in South Africa. These concepts are as follows: (1) strategic alignment; (2) leadership development involvement and commitment; (3) succession

planning process; (4) implementation and, (5) talent management. The outcome of the consensus meeting assisted the researcher to develop a succession planning framework to aid in identifying potential nurse educators for leadership positions and to develop and retain nurse educators to fill current and future leadership positions. Conclusion This study identified the urgent need for a succession planning for leadership development of nurse educators in nursing education institutions in South Africa. The key to prevention of having inexperienced and unskilled leaders within the next ten years when current leaders exit for retirement is awareness of leadership development of nurse educators early in their career. In addition, communication and teamwork between top management and human resource departments plays a crucial role in succession planning and its implementation. Recommendations were made that have a bearing on succession planning for leadership development of nurse educators among stakeholders in nursing education and training, nursing education institutions, executive management and human resource departments, and future studies in leadership development through succession planning.

Primary Clinical Care Manual

There is a great need for qualified nurse educators in South Africa to enhance the quality of the development of student nurses, and therefore to enhance the quality of nursing care. This book applies didactics in theoretical, as well as clinical nursing education, using examples to illustrate the text.

**Towards a National Strategy for Purchasing Post-Entry Clinical Nurse Training Programmes**

**Schools Offering Nurse Traineeships for Full-time Academic Study Under the Professional Nurse Traineeship Program**

*Nurse Training*

*Evaluating the Clinical Learning Environment of First Year Nursing Students at a Nursing Education Institution in Gauteng*

**An Evaluation of Pre-registration Nursing Education**

*District Nursing*

*Selection for Nurse Training*

**Skills Shortages in South Africa**